DOCUMENT RESUME

ED 134 544 SP 010 715

TITLE	Research and Development Projects for Year 12 (1976-1977) in the Ontario Institute for Studies in Education.
INSTITUTION	Ontario Inst. for Studies in Education, Toronto.
PUB DATE	Dec 76
NOTE	119p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Adult Education; Curriculum Development; Curriculum Evaluation; Curriculum Research; Educational Administration; Educational Innovation; Educational Planning; Educational Psychology; *Educational Research; Educational Sociology; Exceptional Child Education; Minority Group Children; *Program Descriptions; *Research Projects
IDENTIFIERS	Ontario Institute for Studies in Education

ABSTRACT

This report is an outline of work in progress and descriptions or listings of all Ontario Institute for Studies in Education (OISE) research and development projects for which funding had been obtained as of August 1976 for work to be carried out during 1976-77. The report is divided into five sections: (1) large-scale, internally funded projects--a descriptive list of 48 projects funded through the regular OISE budget; (2) internally funded small-scale projects--a title list of 99 projects funded August 1976-77; (3) abstracts of six externally funded projects initiated from May 1976 to August 1976; (4) a title list of 91 externally funded projects initiated prior to May 1, 1976, but continuing into the 1976-77 budgetary year; (5) a title list of 46 externally funded projects completed during the year May 75-May 76. Subject areas of projects funded by OISE and outlined in the report include: curriculum development, evaluation and dissemination, educational innovation, educational planning and administration, education of special groups, psychological and sociological studies, evaluation and measurement, and adult education. (MB)

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RESEARCH AND DEVELOPMENT PROJECTS

FOR YEAR 12 (1976-1977)

IN THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Office of the Coordinator of Research and Development Studies
December, 1976

SP 010 715

Table of Contents

	Page
INTRODUCTION	vii
INTERNALLY FUNDED LARGE-SCALE PROJECTS	
I. Curriculum Development, Evaluation and Dissemination in Particular Subject Areas	3
II. Educational Innovation: Projects Studying and Assisting Innovations	11
III. Educational Innovation: Projects Involving the Development of Innovative Teaching and Organizational Approaches	19
IV. Educational Planning and Administration	25
V. Education of Special Groups	31
VI. Psychological and Sociological Studies	39
VII. Evaluation and Measurement	45
VIII. Adult Education	51
IX. Other Studies	55
INTERNALLY-FUNDED SMALL-SCALE PROJECTS	
Approved for Second Funding Period in Year 11	61
Approved for third Funding Period in Year 11	68
Approved for First Funding Period in Year 12	71
EXTERNALLY-FUNDED PROJECTS INITIATED IN YEAR 12	
Funded by:	
- Canada Council	79
- Ontario Association of Marriage and Family Counsellors	80
- Ontario Ministry of Education Grants-in-Aid	81
- Ontario Teachers' Federation	82
EXTERNALLY FUNDED PROJECTS INITIATED PRIOR TO YEAR 11 AND CONTINUING IN YEAR 12	
Funded by:	
- Association of Universities and Colleges of Canada	85
- Canada Council	85
- Canada World Youth	86
- Canadian Society for the Study of Education	87
- Civil Service Commission	87
- Council of Ontario Universities	
Department of Indian Affairs and Northern Development	87
- Department of Manpower and Immigration	
- Department of the Secretary of State	88
- Ford Foundation	88

	Page
- Health and Welfare Canada, Social Services Programs Branch	89
- Heritage Canada	89
- Hospital for Sick Children	89
- Hospital for Sick Children Foundation	89
- Imperial Oil Company	90
- International Council for Adult Education	90
- Kellogg Foundation	90
- Lakehead Board of Education	91
- Manufacturer's Life Insurance Company	91
- Mayda Industries	91
- McLean Foundation	91
- Ontario Association of Educational Administration Officials	92
- Ontario Educational Communications Authority	92
- Ontario Ministry of Colleges and Universities	93
- Ontario Ministry of Colleges and Universities: Industrial Training Branch	
- Ontario Ministry of Community and Social Services	94
- Ontario Ministry of Education	94
- Ontario Ministry of Education Contract	94
- Ontario Ministry of Education: Grants-in-Aid Program	99
- Ontario Ministry of Education: Learning Materials Development Plan	103
- Ontario Ministry of Education Service Agreement	103
- Oxford County Board of Education	103
- Peel County Board of Education	
- Peterborough, Victoria, Northumberland and Newcastle Roman Catholic Separate School Board	104
- Province of Ontario	104
- St. John's Training School	104
- Valentine-Kline Foundation	105
- Wellington County Board of Education	105
- Windsor Board of Education	105
- York Board of Education	106

EXTERNALLY FUNDED PROJECTS COMPLETED DURING YEAR 12

Funded by:

- Atkinson Foundation	109
- Canada Council	109
- Catholic University of Chile	110
- Consumer Association of Canada	111
- Counselling Foundation	112
- Department of Health and Welfare	112
- Department of Indian Affairs and Northern Development	112
- Dufferin County Board of Education	112
- Ford Foundation	113

	Page
- International Bureau of Professional Education	113
- Lake Head University	113
- Ontario Council of the Arts	114
- Ontario Ministry of Community and Social Services	114
- Ontario Ministry of Education Contract	115
- Ontario Ministry of Education Direct Grant	120
- Ontario Ministry of Education: Grants-in-Aid Program	121
- Ontario Ministry of Natural Resources	125
- St. John's Training School	125
- Spencer Foundation	125
- Washington State University Cooperative Extension Service	126
- Waterloo County Board of Education	126
- York Board of Education	
- York Educational Clinic	127
INDEX OF PRINCIPAL INVESTIGATORS	129

This report does not comprise a list of completed research or reports. Rather, it is an outline of work in progress and includes descriptions or listings of all O.I.S.E. research and development projects for which funding had been obtained as of August, 1976, for work to be carried out during Year 12 (1976-1977).

The projects described in the first two major sections of the report are classified as "internally funded"; this means they were reviewed within O.I.S.E. and supported by regularly budgeted funds of the Institute. Conversely, "externally funded" projects derive revenue on a grant-by-project basis from some outside agency.

The "internally funded large-scale projects" were allocated most of the available internal funds. They were reviewed in terms of general priorities for research and development set by the Board of Governors, acting on recommendations from the Institute Assembly's Standing Committee on Research and Development.

The "internally funded small-scale projects" listed in the second section of the report were funded to a maximum of $2,000 over a six- or twelve-month period and were ranked within individual academic departments rather than through the formal review process used for large-scale projects. In addition to the list of small-scale projects funded at the outset of Year 12, lists are provided of those projects funded in September and December of 1975 (the second and third "small-scale funding periods" of Year 11). These latter projects could not be listed in the Year 11 edition of "Research and Development Projects in the Ontario Institute for Studies in Education."

The three remaining sections of the report deal with "externally funded" projects. They include descriptions of projects supported by the Ministry of Education's contracts and Grants-in-Aid program, as well as those receiving funds from other government and private agencies. Project descriptions or listings in each section are organized alphabetically by funder. The first of these sections dealing with externally funded projects includes abstracts of proposed work initiated since the beginning of Year 12 (May 1, 1976). (Externally funded projects initiated since preparation of this report (late summer, 1976) will be listed in the report for Year 13.) The second section dealing with externally funded projects provides a list of projects (and, where applicable, of completed reports on the projects) initiated prior to Year 12 but continuing in Year 12. The third of these sections contains similar information (i.e., lists of projects and, where available, reports) for those externally funded projects completed during Year 11.

Inquiries about individual projects should be directed to the principal investigator.

INTERNALLY FUNDED

LARGE-SCALE PROJECTS

I

CURRICULUM DEVELOPMENT, EVALUATION AND DISSEMINATION IN PARTICULAR SUBJECT AREAS

Longitudinal Evaluation of Thinking Games
C. Bereiter (Applied Psychology)
Project No. 3342

An earlier project conducted by this investigator led to the production of two volumes of thinking games (published in 1975 by OISE). Two year-long evaluation studies of the games agreed in showing that use of the games in elementary school had beneficial effects on children's idea production and group problem-solving behaviors but no evident effect on their reasoning abilities. It was intended that the games should improve reasoning abilities, although it was expected that tangible results in this area would accrue only after extended exposure. Accordingly, the present study was undertaken. In it, the same children will be involved in the playing of thinking games over a period of three years. The study, in addition to investigating long-term effects of thinking games, is intended to test the disseminability of an innovation that requires commitment to continuity of treatment. Six experimental and six control schools in Scarborough became involved in 1974, with over 300 third-grade pupils pretested at that time on the Otis-Lennon intelligence test, subscales of which will serve as primary measures of reasoning ability. All of the schools remain in the study, with regular consultation being provided to teachers using the games. In Year 12, the pupils, now in fifth grade, will be retested on the Otis-Lennon test and will be administered tests of creativity and reasoning. Test scores of the experimental and control groups will be compared, using the pretest Otis-Lennon scores as a covariate.

Analogical Thinking Project
C. Bereiter (Applied Psychology)
Project No. 1012

This project, now entering its third year, will develop and test materials for a two-year instructional sequence culminating in the ability to use analogies in argument. Analogies are among the most powerful and frequently used tools in reasoning, analysis and creative thinking. Work with analogies may be especially appropriate for children who are in transition between the Piagetian stages of concrete and formal logical thinking; hence the curriculum developed in the project is aimed at grades 5 and 6. The third and final year of the project will concentrate on testing and revising the complete two-year sequence.

Development of Multi-media Curriculum Materials on Women and Development of Resource Centre
M. Smith (Computer Applications)
Project No. 3234

The emphasis of this ongoing project which was formerly titled "Media Correlation and Development of Materials on Women", is to discover and develop materials to be given to teachers for their own guidance and for use with their students in order to begin to eliminate sexist attitudes in education. To this end, project staff are concentrating on three main directions: (1) the development of non-sexist elementary school materials; (2) the examining of Canadian historical material in relation to women with a view to helping women develop a sense of pride in their past; and (3) the development of a resource centre for teachers, students, women's groups, and others. A large number of materials have been developed; these and new materials to be developed will be systematically field-tested and revised by the project staff and outside evaluations of the project's outputs will be conducted. The project staff hold numerous workshops and Professional Development days and attend educational conferences in order to disseminate their materials.

Women in Canadian History
A. Prentice (History & Philosophy)
Project No. 3171

This project, now entering its fourth year, was initiated (under the title "Education of Canadian Women and Girls") in response to the need of teachers at university, community college, and high school levels for readily available, systematic materials on the history of the life, work, role, and education of Canadian women. In the coming year, in an effort to overcome the difficulty of communicating with other Canadians interested in developing the same field, the project staff will undertake the following activities. First, they will coordinate efforts of a number of people across the country to gather information for, and to produce, a comprehensive bibliography on the history of women in Canada. Second, they will produce a series of documentary booklets or pamphlets, suitable for later high school or university courses on Canadian women. Third, they plan to hold a small conference in the 1976/77 academic year so that scholars in the field can extract information, present results of current research and make final plans for the publication of the proposed

bibliography. Fourth, when several of the booklets in the documentary series become available, they will hold workshops for teachers, introducing them to new ideas and trends in the history of women and the family and providing assistance in the development of classroom materials and projects in the area.

Canadian Public Issues
J. A. Eisenberg & H. Troper (History & Philosophy)
Project No. 2040

Over the past seven years this project has produced a series of booklets concerned with developing an understanding of contemporary Canadian society through presentations of case studies -- supplemented where necessary by interpretive essays -- of issues of widespread concern in Canada today. Ten units of the Canadian Critical Issues series have been published to date and development work in Year 12 will focus on a unit on consumer problems, a unit on urbanization problems, and a teachers' manual. In addition, project staff will be involved in testing, teacher training (through workshops and Professional Development days), graduate studies, and field development. During the next three years, the project will be integrated with a comprehensive Canadian Studies/Value Education program in OISE's Department of History and Philosophy; the Canadian Public Issues project will focus on the normative dimensions of the Canadian social experience (e.g., public controversy and social issues) while the other departmental projects deal with the descriptive and analytical dimensions of these phenomena.

Third World Studies Project
G. L. Caplan (History & Philosophy)
Project No. 2360

This project, in progress over the past five years, focuses on the Third World and its relations with Canada; project work in the schools has concentrated on immigration to Canada in the context of relations with the Caribbean. In the coming year, it will continue to produce and work with boxes of prototype resource materials. Work with teachers using the boxes on a daily basis will continue, with project staff providing assistance with teaching strategies and making resource suggestions and referrals. In addition, workshops and Professional Development days for teachers will be conducted. The project will cooperate closely in its R&D work with Oxfam, the Development Education Centre, and the Cross-Cultural Communication Centre, and will work with other projects in OISE's Department of History and Philosophy of Education.

Study and Teaching of Canadian Social History
I. Winchester & D. Levine (History & Philosophy)
Project No. 3021

This project, initiated in 1969, has three continuing concerns. First, it is attempting to produce the best possible research in the neglected area of Canadian social history (covering the history of literacy, history of women, economic history, school attendance, the relationships between schooling and industrialization). Second, it attempts to provide a base of research methods and materials for a continuing stream of historians in this area who began as graduate students connected with the project. Third, it attempts to meet the needs of high school, university, and a variety of adult students and educators in the field of Canadian social history by pioneering the study of new questions and techniques and by providing guidelines, paradigms, bibliographies, completed research and manuals.

In the program year 1976-77, plans include continuing fundamental inquiries into Upper Canadian/Ontario social history, assisting in the development and successful completion of doctoral dissertations, and producing materials and methods which students of social history (and teachers of Canadian history and geography) can employ directly or as paradigms.

Development of A Curriculum Unit Concerning
Architectural Preservation and Urban Redevelopment
I. Winchester (History & Philosophy)
Project No. 3360

This project, initiated in response to a request from Heritage Canada to develop a curriculum unit concerning the need for preservation of our architectural heritage versus the need for urban redevelopment, will be jointly supported by Heritage Canada and by OISE. The general approach to be used in the unit will be the presentation of controversial cases in order to stimulate discussion of issues and conflicting values (as in the effective Canadian Public Issues materials, Project No. 2040). This approach makes feasible the introduction of the many different factors, principles, alternative decisions, etc. which should be considered by students; it is also the approach most likely to stimulate them to consider historic and aesthetic values which otherwise probably would not attract the interest of many of them. OISE project staff will: obtain most of the architectural and historical information needed for the unit from Heritage Canada; seek additional information and viewpoints from architects, developers, urban geographers, and so on; and write and edit the unit materials and oversee the physical production of the unit. An experimental version of the unit will be presented to a group of high school teachers and, after revisions based on their comments, this unit will be used by four of them with their students. During this try-out, evaluation data will be collected; after data analysis, the unit will be revised as necessary for submission to Heritage Canada.

Bilingual Education Project
M. Swain (Curriculum: Modern Language Center)
Project No. 2030

This project was initiated in 1970 in response to the need of a number of boards of education for assistance in the evaluation and initiation of bilingual education programs and in the development of appropriate curriculum materials for such programs. It

has encompassed: a major overall evaluation of early and late, partial and total French immersion programs for English-speaking students; the development of curriculum materials for such programs; and a number of smaller-scale studies of a psycholinguistic nature. During Year 12, the longitudinal R&D activities will continue and research issues which have emerged as significant during the last few years will be explored. In this year, the emphasis on the project's testing program will decrease, the curriculum development activities will be phased out, and several new directions will be explored. The project will study immersion teaching strategies -- identifying such strategies as used by practicing teachers and evaluating their relative effectiveness. It will investigate the acceptability of immersion students' speech by having native French-speakers rate such speech on a number of criteria, and will investigate the extent to which such students can adapt their speech to various registers when speaking with peers, teachers, or native French-speaking adults. Finally, it will follow up students who have completed a partial French immersion program in Peel County in order to determine how they make use of their bilingual schooling.

French Teaching Modules Project
H. H. Stern (Curriculum: Modern Language Center)
Project No. 3183

This project was initiated in 1969-70 and has developed and evaluated a significant number of modules -- small units or kits, flexible enough to fit a great variety of teaching and learning situations. In the next three years, up to 30 new modules will be developed, with ten to be designed and prepared in Year 12. Three broad types of modules -- language, cultural, and activity-- will be developed for use in schools at the various levels at which French as a second language is taught.

II

EDUCATIONAL INNOVATION:

PROJECTS STUDYING AND ASSISTING INNOVATIONS

Curriculum Choice and Decision
F. M. Connelly (Curriculum)
Project No. 3349

This project, which will be conducted in an integrated research and development/graduate studies/field development context, is intended to establish the conditions necessary to conceptualize the determinants and processes by which appropriate curriculum choices and decisions can be made in the province. The specific studies planned for the coming three-year period are concerned with:

(1) yielding a synthesis and evaluation of the pertinent research-theory literature;

(2) examining unintervened curriculum decision-making settings at several levels within a school system; and

(3) implementing and evaluating a deliberative intervention scheme based on theoretical insights.

The general outcomes of this work will be the accumulation of theoretical and practical knowledge, and an understanding of the variables that are influential in gaining control over the making of curriculum choices in the school.

Alternative Learning Environments
R. I. Simon & M. A. Levin (Educational Administration)
Project No. 1218

This project, in progress since 1972-73, has been concerned with a number of major activity areas, the most recent focus being the planning, implementation, and evaluation of an experimental "Total Immersion" program for students in Grades 10 and 11 at Lord Elgin High School in Burlington. The program, consisting of several intensive learning experiences of one month's duration and one four-month/four-credit combination package, constitutes a major innovation in time-tabling. In Year 12,

project staff will continue to work on the following specific activities in this area: (1) documenting the history of the immersion program; (2) providing help in program development; (3) learning more about the problems of innovative change; and (4) helping with program evaluation. The major hypothesis underlying the research component of this work is that program development consists of a dialectical interplay between ideal conceptions and plans on one hand and day-to-day experiential realities on the other; a "program" is seen not as the operationalized form of a set of planned goal-focused activities but rather as an emergent set of relationships evolving from this interplay of experience and conceptualization.

Student Participation in Decision-Making -- Operational Objectives: An Assessment of Clients' Resistance to Negative Findings

W. E. Alexander & J. P. Farrell (Educational Planning)
Project No. 3356

Evaluation studies are becoming increasingly popular as a means of assessing the effectiveness of school programs. At the same time, many evaluation researchers have expressed concern about the client's resistance to negative findings. If the client is unwilling to act on the basis of negative findings, then the evaluation study is of questionable utility. The problem to be dealt with in this project is the identification of factors which contribute to clients' resistance and the subsequent incorporation of this information into an alternative evaluation format designed to minimize or eliminate these factors. A 1972/73 evaluation study of student government programs in 28 Ontario secondary schools provides the background for this study and the 28 participating principals constitute the population of "clients." The first stage of the present research will involve a telephone survey of participating principals in order to identify the degree and kind of resistance principals exhibited upon receiving negative findings in the 1972/73 study. In the second stage, those six principals identified as "highly resistant" will participate in a two-day small group session with the

two principal investigators and a trained group leader. The purpose of this session will be to probe for the reasons that lead principals to ignore or resist negative findings, and these reasons will then be incorporated into future evaluation design formats and later treated as a hypothesis to be tested.

The Role of Evaluation in Improving Curriculum Decision-Making

K. A. Leithwood (Field Development & Curriculum)

Project No. 3367

Since county re-organization, many boards have invested heavily in processes of curriculum development and, to a lesser extent, implementation. This emphasis has fostered claims about the effects of curriculum work on student learning for which there is no hard evidence. Lack of hard evidence and the current accountability requirements being placed on professional educators have produced considerable interest in and anxiety about curriculum evaluation. At the same time, the language and interests of many professional evaluators do not match very well the needs of curriculum decision-makers. Evaluation procedures need to be keyed to the major decisions faced by these people and to yield data in a form that can be used by them to improve the quality of their decisions. This project will: (1) identify the critical curriculum decisions confronting curriculum superintendents, board curriculum committees and principal-staff curriculum committees in seven boards in Ontario; (2) identify and develop optimal procedures for collecting and providing evaluation data to these decision-makers at these critical decision points; and (3) train a large number of key curriculum evaluators and decision-makers from boards in Ontario in these procedures.

Description, Investigation and Conceptualization of Field Development Strategies

K. A. Leithwood (Field Development & Curriculum) &
M. Holmes (Field Development)

This project will: (1) review and describe currently available strategies for facilitating school change, especially those employed by universities and with particular emphasis on those employed by OISE departments and field centres; (2) derive and test the most significant hypotheses about these strategies and develop and evaluate better strategies in view of these data; (3) conceptualize field development, especially at OISE: (4) disseminate the results of this research and development through consultation, in-service programs and graduate studies courses and programs; and (5) improve the practice of field development at OISE and elsewhere. The project is feasible because of OISE's record of success in doing field development and, as a result, the unprecedented body of potential cooperating investigators and research and development sites within which the project work can be conducted.

School Change Project

M. Fullan & G. Eastabrook (Sociology)
Project No. 1206

This study has, over the past five years, been generally concerned with the identification and analysis of the types of change perceived as needed by students and teachers, starting at the classroom level and gradually including school-wide issues. Although the researchers have been engaged in a variety of research and development activities concerned with school change, their most recent work has involved the development and testing of a series of handbooks. These are designed to provide supporting materials for innovating teachers so that they can carry out different aspects of the change process with minimal help from outside researchers. In addition, the investigators have been developing a new handbook on the issue

of student involvement in school-wide decision-making. In Year 12, the project staff will disseminate and support the use of the handbooks on a wider scale and the use of videotapes. The impact of this dissemination will be evaluated by a variety of methods and, at the end of 1977, the materials will undergo further revision.

III

EDUCATIONAL INNOVATION:

PROJECTS INVOLVING THE DEVELOPMENT OF

INNOVATIVE TEACHING AND ORGANIZATIONAL APPROACHES

Matching Learner Characteristics with Educational Approaches
D. E. Hunt (Applied Psychology)
Project No. 3003

As this project enters its seventh year, it focuses on two practical-applied components -- (1) learning style applications and (2) in-service teacher training -- in coordination with two theoretical-research components -- (3) research on the teaching-learning process and (4) theoretical-methodological revisions. In the practical-applied domain, interactions with teachers vary from short Professional Development day presentations to cooperative work over several years with an entire school staff. The "learning style applications" activities, based on Hunt's book Matching Models in Education, typically involve first assessing student learning styles and then working with teachers in developing arrangements to provide educational environments appropriate to these varying styles. The "in-service training" activities include working with teachers to determine their conceptions of various aspects of teaching-learning process and developing materials in a variety of media forms for in-service training. "Research on the teaching-learning process" activities will continue a series of studies which coordinate Models of Teaching with Accessibility Characteristics (MOTAC) and the development of information systems (data banks) necessary for these studies. The "theoretical-methodological revision" aspect of the project involves: (1) the continual revision of the Conceptual Level matching model originally used by Hunt and other matching models, especially in light of MOTAC results, and (2) the articulation of a theory of the application of psychological ideas into educational practice which takes suitable account of the central role of the teacher, his conception of his work and how he teaches.

Individualization Program
G. F. Scott & W. P. Olivier (Computer Applications)
Projects No. 2141, 2144, 2145

This program was initiated in the Department of Computer Applications six years ago on the following premises:

(a) For certain subject areas, computer-aided instruction (CAI) is the most cost/effective means of attaining instructional goals of students;

(b) Through the effective use of technology now available, it is possible to amplify teaching skills;

(c) Computer-aided information management systems are the only feasible means of dealing with the vast amount of information necessary for decision-making during the individualized instruction processes;

(d) Individualization of instruction requires the availability and systematic management of those resources capable of aiding students to reach realistic learning objectives.

During the past several years, the most concentrated development work of the project has been done in cooperation with a number of Ontario Colleges of Applied Arts and Technology. An extensive pool of hierarchially related materials for diagnostic testing and instruction of requisite core-skills in mathematics for students entering CAATs has been developed. Additional program activities have included the development of courses in a number of additional subject areas, the development of an appropriate computer facility, the provision of support for the CAAT curriculum development activities, and the systematic dissemination of the CAI system to additional CAATs.

The internally-funded segment of the program will, in the future years, focus on three major areas:

(1) The design, development, distribution, and maintenance of software and the maintenance of courseware;

(2) The dissemination of project products and the training of teachers; and

(3) The cooperative development of course materials for K-13 programs in mathematics.

Externally funded segments include Projects No. 0013-56, 0014-56 and 0015-56. (Listed on pages 92 and 93.)

Community Involvement Project
D. W. Brison (Research & Development)
Project No. 3176

The Community Involvement Program is a four-credit course which has been offered for the past four years to Grade 11 and 12 students in a Peterborough secondary school, and for the past two years to students in five other areas of Ontario involving 10 additional secondary schools. In 1976-77 three new jurisdictions will experiment with the developing program. The program emphasizes a quality experiential component and an in-school portion that reflects in that experience. Students spend a minimum of ten hours per week working in social service agencies in the community and attend a weekly class (or seminar) in which material related to their agency work is covered. The overall objective of the program is to develop commitment to the solution of social problems and to teach the kinds of skills needed to build alternate solutions to the ones presently offered in our society. A partial list of such skills includes: cognitive intellectual skills needed for analysis of social issues; knowledge of the political structure and various means of influencing it; and the ability to use groups constructively to make decisions and solve problems. During 1975-76, activities included:

(a) monitoring the program in schools which had initiated the program and providing a regular newsletter and semi-annual seminars for exchange of developmental ideas;

(b) conducting workshops for schools desiring to enter the program;

(c) written articles for Orbit and C.E.A.;

(d) refinement and editing of curriculum process materials, six in number, together with maintenance and development of a reading resource file for students. An extensive evaluation was carried out under controlled circumstances by Dr. Brian Usher, involving three Etobicoke schools. The report is in the hands of the Ministry of Education.

During 1976-77 special support will be given to the new schools in the program; evaluation assistance will also be given, on request, to schools in their third year. As well it is planned to make a video-tape exemplifying the agency and in-school portions of the program.

IV

EDUCATIONAL PLANNING AND ADMINISTRATION

The School Board Planning Program
S. Padro and E. H. Humphreys (Educational Planning)
Project No. 3366

OISE's Department of Educational Planning regularly receives a large volume of requests from Ontario school boards for assistance in their planning and management activities. This project will set up an organizational unit within the Department in order to establish a systematic and efficient capability for response to the needs of the field. The establishment of this program both will satisfy the immediate, critical needs of school boards and other field agencies for technical assistance and will help to develop active working arrangements between the Department of Educational Planning and the school boards. The dialogue thus set up between technical people and users will be to the benefit of both, for it will upgrade technical skills in the field and will make technicians aware of the needs to upgrade graduate studies and to make research more relevant to needs. Among specific activities to be undertaken by the unit are: the development of materials relevant to school board planning needs (based on requests from boards), the sponsoring of workshops, and the restructuring of the educational program in the Department of Educational Planning (to include a Certificate Program for planning officials in the field).

Educational Expenditure as a Component of Public Expenditure in Ontario
H. Handa (Educational Planning)
Project No. 3350

The objective of this project is to trace, over the period 1950-1975, how education has competed with other social services and other public expenditures in Ontario. It is not concerned with the normative question of how public allocations should be made, but rather with discovering what explains the actual allocation pattern.

Educational Expenditures in Ontario: Their Determinants, Their Predicted Future Trends, and Their Beneficiaries
M. L. Handa (Educational Planning)
Project No. 3351

This project complements Project No. 3350, dealing with variation in educational expenditure itself in the same 1950-1975 time period in Ontario. Specifically, the project will deal with three issues: (1) what are the determinants of rising public expenditures on education? (2) what are the long-range predictions of educational expenditure and its policy implications? (3) who benefits from increased educational expenditure?

Writing Work in the Policital Economy of Education
M. L. Handa (Educational Planning)
Project No. 3352

From his previous teaching and writing work, the investigator has concluded that within the "Economic Analytic Framework" only certain types of questions can be dealt with. Other important questions, such as the role of education in the formation of the elite, education and ideology, education and wealth, etc., are omitted. In this project, he will apply the tools of class analysis rather than economic analysis, extending his work on how various hypotheses within the framework of the economics of education can be formulated differently within the framework of the political economy of education.

Education and Distributive Justice: The Canadian Case
M. L. Handa (Educational Planning)
Project No. 3355

The central objective of this project is to study Canadian (Metro Toronto) data respecting the distributive effects of education. The study will address itself to the questions of how education is related to observed inequality and whether

it reduces or increases inequality. Although this project is related to a substantial body of educational research which studies the relationship between (a) differences in socio-economic factors (income, status, occupation, etc.) which characterize the initial conditions of learning and (b) the school outputs (or achievements) and the final outcomes in the labor market, it differs from previous work in that it examines the inequality issue not only in terms of the "rich/poor" distinction but also in terms of the "immigrant/non-immigrant" distinction. Specific hypotheses are to be investigated through sampling, survey, analysis of variance, and regression techniques concern: (a) the relationship between educational inputs and educational achievement for students with different socio-economic characteristics, particularly immigrants; and (b) the extent to which education has increased occupational mobility for persons coming from low income-occupational parentage, especially with reference to immigrant groups.

The Price of Canadian Experience: Unemployment of Skilled Immigrants, Canadian/Immigrant Earning and Employment Differentials: Retraining Programs for Unemployed Skilled Immigrants
J. Sen (Educational Planning)
Project No. 3354

This project is intended to point out suitable employment-promoting, wage-improving, and manpower planning policies for absorbing immigrants into the Canadian econcomy and to assist immigrants in their understanding of the problems of employment in Canada. Specific outputs of the the project will be: (1) a measure of the price of Canadian experience, the native/immigrant earnings differential in the same skill category; (2) a measure of the employment differential between natives and immigrants at different skill levels; and (3) a regression of these differentials on plausible explanatory variables, such as level of education, years of immigration, index of job search efforts, amount of information on job opportunities, etc. In addition, the project will review the existing retraining programs in Canada.

V

EDUCATION OF SPECIAL GROUPS

Development and Evaluation of School-Based Assessment and Treatment Approaches for Depressed Children
R. Friedman & S. Miezitis (Applied Psychology)
Project No. 3344

This new project will develop assessment procedures to detect depression in pre-adolescent children and will subsequently develop programs, based on the investigators' theory of the disorder, for the treatment of depressed children. The investigators feel that childhood depression is an ego-based, cognitive-affective disorder and that early diagnosis is critical for the prevention of associated educational problems. The research will involve two phases. The first will include the collection of initial screening data, refinement of diagnostic tests and instruments, and cross-validation studies. The second will involve the development and evaluation of treatment programs for children and consultation programs for use with teachers.

Assessing and Developing Cognitive Potential in Vocational High School Students
H. Narrol (Applied Psychology) &
H. Silverman (Special Education)
Project No. 3347

This study is designed to examine the effectiveness of Feuerstein's Instrumental Enrichment Program on the cognitive performance of a group of educationally retarded adolescents. The primary objective of this program is the development of more efficient problem-solving abilities, which are either absent or ineffectively employed by many educationally retarded adolescents due to a poor adult-mediated learning experience in their earlier years. In the present study, two groups of subjects who are seriously retarded in their traditional ability-test results and in their academic performance will take part in a two-year program. The experimental group will be exposed to the Instrumental Enrichment Program (conducted by teachers trained by the project investigators) while a control group will spend equivalent time in contact with their teachers in the course of their regular program. The students will be assessed in terms of changes in cognitive and school-subject performance and in self-concept.

Reform Through Educational Development

J. A. Eisenberg (History & Philosophy)
Project No. 3169

This project, initiated in cooperation with St. John's Training School in Uxbridge, Ontario, in October of 1973, under the title "Penal Reform through Educational Development", was intended to stimulate moral growth and accompanying modification of behavior among the training school population through the establishment of a comprehensive program of moral and social education. In light of results obtained in testing and implementing the program at St. John's over a period of two years, the investigator believes that the program is ready for extension to other areas where it can be effective in stimulating the development of students and lessening the likelihood of social alienation and delinquency on their part. In Year 12, the project will extend its work to new educational settings, possibly in other correctional institutions in Ontario, and in the area of crime prevention and social integration of potential offenders. In this work, project staff will be involved in training staff (particularly in program planning) of agencies or institutions, in observing program operation, in advising staff on the implementation of the program, and in evaluating its progress.

F_1A_2 Language Teaching Projects

R. Lamerand, R. Mougeon & Y. Ross
(Research & Development: Franco-Ontarian Section)
Project No. 2356

This continuing project (formerly titled "French and English as Languages of Communication") is comprised of a group of interrelated projects centered around the development of better teaching methods for the two official languages spoken by Franco-Ontarian students. The program uses a teacher-centered model of curriculum development, in which the professional development of teachers is a key factor. Work in français and anglais has been carried out, primarily in the Sudbury area, for grades 9 and 10; a new line of development will be initiated in Year 12

for grade 8 français and anglais in the Welland area in parallel with further development in Sudbury and initial formative field trials of the grade 9 materials. Inputs are derived from related projects in which socio-linguistic survey data is used as a basis for deriving norms of speech and detecting primary emphases for corrective teaching techniques. The underlying philosophy of language instruction is a situational-functional one, whereby students become aware that communication is the aim of language development. The program is designed to enable students to become increasingly aware of language as a tool and to use it flexibly in order to communicate in various situations and with various audiences.

Franco-Ontarian Sociolinguistic Project

R. Mougeon (Research & Development: Franco-Ontarian Section)
Project No. 2351

In this ongoing project, sociolinguistic data has been collected from a representative sample of the Franco-Ontarian populations of Welland and Sudbury, in order to document their communication behavior when speaking French or English. A number of reports on language-use habits and language skills of adults and on English language acquisition rates of Franco-Ontarian children at different ages have been produced. In Year 12, the analysis of the sociolinguistic data will be continued, with specific plans to produce reports on: (1) French language acquisition by bilingual Sudbury students and (2) French language acquisition by bilingual Welland students.

Development of Error Correction Modules -- Anglais
R. Mougeon (Research & Development: Franco-Ontarian Section) & Sister M. McCoy (Sudbury District Roman Catholic Separate School Board)
Project No. 2357

This study is closely related to Project No. 2361, the Franco-Ontarian Sociolinguistic Project. Its aim is the development of a series of approximately 20 error-correction anglais modules, and these will be based on the findings concerning English language skills acquisition obtained in the sociolinguistic work. The modules are intended for teachers of anglais in elementary and secondary Franco-Ontarian schools.

The Development of Synthesis in Exceptional Children
A. Keeton (Special Education)
Project No. 3363

Previous research by this investigator has dealt with the developmental cognitive processes which underlie early conceptual, logical, and linguistic information-processing skills in children in grades 1 and 2. The present project will extend this work and focus on (a) children in the regular school system who are identified as having general learning problems (EMR) and (b) children in the Metro Toronto School for the Deaf. When compared with "normal" children, these two groups together provide insight into the contribution of linguistic experiences to conceptual and reading development, specifically in terms of semantic and sequential memory processes. In addition to this research focus, the project includes a strong development focus in order to provide assistance to teachers of children in special education programs. By the end of Year 12, the following will be provided:

(1) diagnostics for evaluating the semantic constructive memory skills for speech and print of children enrolled in the School for the Deaf, and for print of children identified as poor readers;

(2) cognitive developmental measures of low verbal content (learning set tasks) to assess cognitive potential in deaf children; and (3) recommendations for program changes in basic curriculum areas based on the outcome of diagnostic testing. In the following year, these measures will be implemented and a specific reading program for use in the School for the Deaf will be developed.

VI

LINGUISTIC,

PSYCHOLOGICAL AND SOCIOLOGICAL STUDIES

Value Change Reconsidered
J. Quarter and O. Dimitri
(Applied Psychology)
Project No. 3238

Under the title "Student Values and Socio-economic Factors as Predictors of Role Satisfaction, Role Commitment, and Alternative Commitments," this project was initiated in 1974-75 to test the following hypotheses: (1) students (particularly from families where the parents are university graduates) are moving away from a more extrinsically based instrumental rationale for achievement, where the primary concern is reaching the goal and gaining rewards such as marks, money, and status, to a more intrinsic and humanistic rationale where the process for attaining the goal is as important as success; (2) the extrinsically-based rationale is positively correlated with satisfaction in and commitment to conventional schools, whereas the intrinsically-based rationale is negatively related to satisfaction in conventional schools and associated with alternative commitments. Results from questionnaires and from in-depth interviews using a set of achievement dilemmas have shown the relationships between variables to be considerably more complex than anticipated. Major findings from the interviews were that students were highly conflicted, emphasizing intrinsic rationale for achievement or extrinsic rationale depending on the questions asked. Student commitment was highly variable and depended largely on the situation and the value being considered. The investigators intend to do further testing in order to determine if these results are generalizable. If so, they will provide the potential for: (1) a better understanding of the phenomenology of values, (2) an understanding of why the rise of humanistic values has not been paralleled by concomitant changes in institutional structure, and (3) an understanding of why value anomie, "purposelessness" is so prevalent and what are its implications for mental health.

Didactic Teaching of Interpersonal Coping Skills as a Means of Fostering Social Competence: An Alternative to Counselling
C. Christensen, M.A. Guttman, D. E. Hunt, L. E. Pass, V. D. Renner, J. Wine, J. C. Weiser & A. Wolfgang (Applied Psychology)
Project No. 3343

Christensen and his colleagues have developed a tentative interpersonal coping skills program consisting of nine knowledges and

skills. Results from a series of studies of the effectiveness of the program have been encouraging, and the present project is concerned with conducting further and more comprehensive research. A series of studies have been designed which will increase the understanding of the social coping process in general, specify programs and procedures for teaching interpersonal coping skills, and evaluate results of such programs and procedures. The series of studies are grouped into six areas:

(1) instrumentation

(2) relative significance of presently identified knowledge and skills

(3) identification of additional knowledge and skills

(4) program format

(5) teacher or leader preparation

(6) program evaluation.

Language, Cognition, and Instruction
D. R. Olson (Applied Psychology)
Project No. 3345

This research project continues the principal investigator's very extensive theoretical and empirical work on the role of the means (as opposed to the content) of instruction in education. The project is concerned with (1) the kinds of goals served by symbolic forms, particularly logical prose, (2) the processes involved in extraction of information from such a symbolic medium or from direct experience, (3) the ways in which that knowledge is "represented" or stored mentally and (4) the importance of these differences for a theory of instruction. The primary focus of these studies is on language comprehension, determining the processes involved in the comprehension of a sentence or text.

Another segment of this work has been funded by Canada Council under Project No. 0342-52.

Social Anxiety: Its Nature and Modification
J. Wine (Applied Psychology)
Project No. 3346

Evaluation anxiety is a broad personality construct, encompassing the tendencies to react with anxiety to a range of evaluating situations, e.g. academic examinations, ability testing, social situations, personality assessment, speech-giving, etc. Although a person anxiety-prone in one of these areas is not necessarily anxiety-prone in all of the others, there does appear to be a core common to each of the specific evaluation anxieties. The core consists of a set of negative self-cognitions readily elicited by the threat of evaluation by other people, a tendency to become negatively self-preoccupied when under evaluative stress. A counselling program based on an attentional-cognitive interpretation of the nature and effects of test anxiety has been assessed in previous research conducted by the investigator. This program,conducted to date with test-anxious university students and elementary school children, trains students to reduce self-preoccupation and increase task-relevant attention. The research to be initiated in Year 12 is designed to extend findings from the test anxiety research program to a delineation of the components of social anxiety and, subsequently, to the modification of social anxiety in high school students. The research will involve two stages. In the first, experiments will be conducted to assess the nature of cognitive and behavioral deficits in socially anxious high school students, and to design instruments to assess those deficits. In the second, a social anxiety counselling program based on findings in the first stage and on procedures used in the test anxiety treatment program will be assessed in terms of its impact on socially anxious high school students.

Effective Language Learning and Teaching
H. H. Stern (Curriculum: Modern Language Center)
Project No. 3348

This research will consist of an intensive longitudinal study of approximately ten second-language learners from the beginning stages of their language acquisition in a formal setting. The

learners, at the eighth grade level at the beginning of the study, will be in different types of language-teaching settings - open-plan, regular or immersion classes. In Year 12, the first year of the study, subjects will be visited approximately once a week, with each visit involving (a) monitoring of performance, (b) interviewing of students about processes underlying performance and about learning behavior in the classroom, (c) collection of spontaneous speech and language data using various elicitation techniques, and (d) collection of representative samples of teachers' input. In this first year, a major focus will be on the revision of language learning tasks and elicitation techniques to the point where a valid reliable set of instruments has been developed. These will be necessary for the more systematic longitudinal research to be conducted in the second and third years of the project. The first year's work will permit the testing of preliminary hypotheses relating language learning strategies and processes to types of learning environments, cognitive styles and personality characteristics of students. Information about the order of acquisition and difficulty levels of many structures, and about the relationship of teacher's input to language output of students will be gathered. Classroom data will be presented to classroom practitioners as it is collected.

VII

EVALUATION AND MEASUREMENT

Educational Evaluation Center
R. E. Traub (Measurement & Evaluation) &
M. W. Wahlstrom (Measurement & Evaluation and Curriculum)
Project No. 2121

Now entering its sixth year of operation, the Center carries out a number of activities in the areas of graduate instruction, service to Ontario educators, and research and development. Among the specific "service" activities planned for the coming year are: editing the Evaluation and Measurement Newsletter, an informal publication which keeps schools abreast of recent developments in educational evaluation; in response to requests and queries, discussing and/or supplying information on tests, student evaluation methods, programs of evaluation in schools and school districts, or channeling requests for information and advice on specialized subjects to appropriate OISE faculty; maintaining a resource center of evaluation materials; and working cooperatively with OISE Field Centre personnel on projects and professional development programs on evaluation. Among the specific research and development activities planned for the next year are: studying the Qualitative Evaluation of Curiosity and Inquiry, gaining experience with qualitative and ethnographic programs of evaluation; initiating a project on program and student evaluation in technical-vocational secondary schools; continuing work on other R&D funded projects, such as the "Long Term Study of Open Education in Ontario" in which Center staff are involved.

Long Term Study of Open Education in Ontario
R. E. Traub (Measurement & Evaluation), J. Weiss (Curriculum)
& S. Khan (Measurement & Evaluation)
Project No. 2122

This project, initiated in 1973, is designed to study: the variability among the programs of different elementary schools in the degree to which programs reflect the characteristics of open education; the stability of school programs over a three-year period with respect to the practice of open education; the extent and nature of the association between architectural openness and educational openess; and the relationships between

differences among school programs (on the dimension of open education) and differences in various student, parent, and teacher characteristics. The project has involved the participation of over 70 elementary schools, 800 teachers, and 4000 students. In Year 12, the final year of the project, analysis of data collected will be completed, newsletters concerning project progress will be sent to participating schools, reports of results will be prepared, and a data bank for the project will be completed.

Long Term Study of Generalized Factor Analysis
R. P. McDonald (Measurement & Evaluation)
Project No. 3140

This investigator has been engaged for more than ten years on a single major research activity, namely the development, programming, and testing of models for the structural analysis of multivariate data that are obtained as mathematical generalizations or variations on the common factor model. During this period of time, he has focused on a number of sub-projects, such as "nonlinear factor analysis" or "the analysis of covariance structures", and has explored a number of theoretical issues in generalized or classical factor analysis. His work in the next few years will concentrate on the as yet incomplete parts of previous sub-projects and on the development of further theory, some of which wll serve to unify previous subtheories. This research will result in the publication of a book, The Structure of Multivariate Data.

Long Term Study of Scaling Theory
S. Nishisato (Measurement & Evaluation)
Project No. 3361

This investigator has since 1967 been involved in research and teaching on scaling, an area of psychometrics which refers to a wide variety of techniques which up-grade (metricize, quantify) "weak" (nonmetric, qualitative) data. In the coming year, he will continue to work in the area of general scaling theory. The

following are some of the specific topics to be investigated: further development of optimal scaling; scaling of omitted responses and multiple responses in multiple-choice testing; optimal scaling of ranking data; scaling of incomplete ranking data; scaling of multi-sample data; additivity scaling of qualitative data; unified treatment of optimal scaling; and analysis of symmetric data by dual scaling.

VIII

ADULT EDUCATION

Career Life Understanding: A Model Project

D. Abbey, L. Davie, A. Fales, V. Griffin & D. Ironside (Adult Education)
Project No. 3365

This study is an integrated research project involving several concepts of critical importance in the understanding of the career development and processes of professional adult educators in Ontario. The study incorporates a number of sub-studies dealing with the effects of specific variables on adult educators' professional lives and practice. The major concepts to be studied are: learning style; teaching style; assumption stances and their effect on practice; reflection skills, styles and training for reflection; and information-giving behavior. The study design is partially descriptive, partially "developmental", partially quasi-experimental, and incorporates elements of grounded theory and intensive survey approaches. Research strategies will be designed in such a way as to result in data collection and feedback of data, in a learning framework, to the subjects. Thus the development of data collection strategies will result in production of tested tools and aids relevant to the processes being studied. Two panels of adult educators, one aged 30-35 and one aged 50-55, will serve as the study population.

Case Studies in Adult Education - Contemporary

A. Thomas, R. Herman, and D. Beatty (Adult Education)
Project No. 3340

Education, in the adult sector, takes place in a great many agencies in addition to the major institutions such as schools, colleges and universities. Very little detail is available about the immense variety of programs offered by these agencies, and so this project will attempt to gather information about programs in private and public organizations of a relatively large size. It will involve the production of six case studies which will describe the scope of such programs, the basis of their support, the nature of participation in them, the attitudes of participants, and some indications of future development.

Core Curriculum Package for Training Staff who Work with Older People
A. Fales (Adult Education)
Project No. 3341

Although the attention paid by public, social, and government agencies to older people is growing rapidly and programs for these people are expanding, the need for trained personnel to service these programs is not being met by the appropriate training and educational agencies. This project will develop a core curriculum package, including basic content and methodological alternatives which can be used by non-expert trainers to train a variety of levels of staff (paid and volunteer) who work with older people. Once this package is field-tested and revised, it will be disseminated through a variety of approaches, including professional journal articles, presentations to groups and associations, and a conference sponsored by the Ad Hoc Committee on Learning Opportunities for Older Adults. In addition to the package and dissemination materials, the project will produce annotated resource lists of materials useful in staff training.

IX

OTHER STUDIES

Education, Ideology and the Public Sphere in Advanced Industrial Societies: A Theoretical Approach toward the Critique of Legitimatory Functions of Educational Institutions
D. Misgeld (History & Philosophy of Education)
Project No. 3358

This investigator will examine Critical Theory as a mode of social theorizing with respect to theories critical of its claim that emancipation can be demonstrated to be a logically necessary goal of social practice. He will continue work begun in an essay on "Critical Theory and Hermeneutics", developing it into a book. In this work, he will expand the range of issues under consideration so that the present situation in theoretical sociology can be addressed. At issue is the nature of practical reasoning and of the discursive formation of human intentions in particular institutionalizations of public discourse. Thus, the relation between the public features of language (qua speech), a democratically constituted public and educational practice supporting it, is at stake. In conjunction with the development of the book, the investigator will work on a number of other theoretical issues.

Writing Work in the Area of International Studies
M. Handa (Educational Planning)
Project No. 3353

This investigator, who has a continuing interest in India's economic and educational development, will focus in his international studies work particularly on India. His interest extends beyond educational and economic development to include questions of modern Indian nationalism in its entire historical setting.

A Quantitative and Qualitative Analysis of OISE Theses
W. E. Brehaut (History & Philosophy)
Project No. 3359

This study will analyse the approximately 500 theses completed by OISE students during OISE's first decade of operation in order to answer questions related to:

(1) the research problems attacked

(2) the research methods and techniques used

(3) the criteria of thesis-writing used in evaluation

(4) the quality of the theses in relation to the accepted criteria

(5) developmental trends in relation to aspects 1-4.

Results of the analysis will be of interest to OISE departments, the Graduate Studies Office and Library, and faculty and students.

Reporting Project
D. W. Brison (Research & Development)
Project No. 3362

This project has four purposes: (1) to provide coverage of educational topics of current interest for the popular media; (2) to provide informal journalistic coverage of institute projects that might appropriately be described in the popular media; (3) to organize, report on, and promote OISE research and development information to local groups involved in issues related to education; and (4) to stimulate academics within the institute to write for the popular media on educational problems.

INTERNALLY FUNDED

SMALL-SCALE PROJECTS

APPROVED FOR FUNDING IN SEPTEMBER, 1975 (2nd FUNDING PERIOD, YEAR 11)

Education and Democracy in Advanced Industrial Societies
D. Misgeld (History & Philosophy)
Project No. 3223

Misgeld, D. Final Report: Education and Democracy in Advanced Industrial Societies, March 1976.

TV and Achievement Values
J. Quarter (Applied Psychology)
Project No. 3283

Quarter, J. & Dimitri, O. Content Analysis of TV Programs, 1976.

The Later Development of Infants in Early Group Care
W. Fowler (Applied Psychology)
Project No. 3284

Self-Concept, Life Problems, Attitudes and Participation of Immigrant Students
A. Wolfgang (Applied Psychology)
Project No. 3285

An Extension of the Levels of Comprehension Construct
P. J. Gamlin (Applied Psychology)
Project No. 3286

Gamlin, P.J. Some Reflections on Knowing: An Investigation of the Process of Construction, Foreknowledge and Creativity, 1975.

Assessing Cognitive Potential in Vocational High School Students
H. Narrol (Applied Psychology)
Project No. 3287

Written and Pictorial Facilitation of Concept Formation in Children
R. Friedman (Applied Psychology)
Project No. 3288

The West Indian in Transition: A Pilot Audio-Visual Production
A. Wolfgang (Applied Psychology)
Project No. 3289

School Board Status, Phase One: Design of Inquiry Materials
A. F. Brown (Educational Administration)
Project No. 3290

Measures of Per Pupil Expenditure Inequality Among School Boards
L. Bezeau (Educational Administration)
Project No. 3291

School Law Material
M. Robbins (Educational Administration)
Project No. 3292

Robbins, M. Noon-Hour Supervision--Voluntary or Compulsory? Orbit 30, Vol. 6, No. 5, Dec. 1975, 3-6.

Robbins, M. Duty of Care: The Gary Thornton Case. Orbit 32, Vol. 7, No. 2, June 1976, 7-11

_____. Case Analysis Instructional Materials, 1976.

A collection of reprinted cases for classroom analysis.

Qualitative Evaluation of Curiosity and Inquiry
W. R. Kenzie (Measurement & Evaluation)
Project No. 3293

Kenzie, W.R. Final Report, March 1976.

Selected Parameters in Minority Urban Education: The Adjustment of East Indian Adolescents in Ontario Public High Density Housing Clusters
V. R. D'Oyley (Measurement & Evaluation)
Project No. 3294

A Study of Curriculum Theory and Development at OISE
F. Rainsberry (Curriculum)
Project No. 3295

Arts and Education
R. Courtney (Curriculum)
Project No. 3296

Social Criticism in the Social Studies School Curriculum
M. van Manen (Curriculum)
Project No. 3297

van Manen, M., Fagan, M. & Clarke, J. Guidelines for Program and Course Development in Social Studies Education, 1975

_____. Course Outline, 1975.

Integrating Language Curricula in Schools
F. Smith (Curriculum)
Project No. 3298

Smith, F. Final Report of Consultative Activities, 1976.

Cooperative Development of Interactive Computing in School Curricula
R. McLean (Computer Applications)
Project No. 3299

Non-Mathematical Computer Support for Institute Functions
R. Ragsdale (Computer Applications)
Project No. 3300

Cost Benefit Analysis of Text Compression Strategies
R. Ragsdale (Computer Applications)
Project No. 3301

Ragsdale, R.G. Interim Report: Compression of CAI (Computer-Assisted Instruction) Text Files, 1976.

The Metric System and Computer Games
E. Lomberg (Computer Applications)
Project No. 3302

Applications of Computers to Institute Publishing
R. Ragsdale (Computer Applications)
Project No. 3303

Programming Choices for Adult Learning: Teachers/Facilitators
V. Griffin (Adult Education)
Project No. 3304

The Study of Philosophy in Ontario Secondary Schools
D. Beggs (History & Philosophy)
Project No. 3305

Gramasci and Freire: The Pedagogical, Dialogical, Sense of Revolutions
G. Bianco (History & Philosophy)
Project No. 3306

Moral Awareness of Pre-Service Secondary School Science Teachers
R. Tremblay (History & Philosophy)
Project No. 3307

New Roles for Youth in the Community
D. W. Brison (Research & Development)
Project No. 3308

Brison, D.W. Interim Report, April 1976.

This study is closely related to large-scale Project No. 3176 described on page 23.

Evaluation of Language Development in a Learning Environment
C. Nash (Field Development: Midnorthern Centre)
Project No. 3309

Nash, C. Evaluation of Language Learning in a French Immersion Kindergarten Using the Learning Environment Approach to Programming: A Pilot Project, 1976.

Vocabulary of Primary School Children
C. Reich (Special Education)
Project No. 3310

Developing Cognitive Potential
H. Silverman (Special Education) & H. Narrol (Applied Psychology)
Project No. 3311

This study is closely related to externally funded Project No. 0322-52 described on page 91.

Managerial Cybernetics in University Planning and Administration: A Case Study
G. Tracz (Educational Planning)
Project No. 3312

Tracz, G. Final Report, March 1976.

Industrial Day Care in Peel County: A Feasibility Study
N. Fiaz (Educational Planning)
Project No. 3313

A Preliminary Study of Teacher Participation in School Decision Making
W. E. Alexander (Educational Planning)
Project No. 3314

Alexander, W.W. A Preliminary Report on Teacher Participation in Decision Making, April, 1976

A Study of the Differentials in the Elements of Programs and Services
M. Gill (Educational Planning)
Project No. 3315

R.I.S.E. (Research in Supervisor Education): Phase 1
D. Abbey (Adult Education) & J. Weiser (Applied Psychology)
Project No. 3316

Seed Proposal for Community Video Centre
R. Herman (Adult Education)
Project No. 3317

Comparative Studies "Correspondence Course"
J. R. Kidd (Adult Education)
Project No. 3318

Kidd, J.R. Independent Study Programme: Comparative Studies in Adult Education. Toronto: University of Toronto, School of Continuing Studies, 1976.

Cave Kids
K. Bledsoe & M. Egit (Sociology)
Project No. 3319

Family Openness, Parent School Participation
F. Maidman (Sociology)
Project No. 3320

Maidman, F. Family Openness and Educational Outcome: A Working Paper on Family Development and Schooling, 1973.

____. Some Methodological Problems in Family Research, undated.

Film on Greek Student Movement
F. P. Haralambidis (Sociology)
Project No. 3321

APPROVED FOR FUNDING IN DECEMBER, 1975 (3rd FUNDING PERIOD, YEAR 11)

An Investigation of Correspondence Education in the Canadian University
S. D'Antoni (Adult Education)
Project No. 3322

Behavioral and Cognitive Concomitants of Social Anxiety in Adolescents
J. Wine (Applied Psychology)
Project No. 3323

The Effect of Verb Complexity on Language Comprehension
R. Bracewell & S. Wilson (Applied Psychology)
Project No. 3324

Preliminary Investigation in the Evaluation of Syllabic and Alphabetic Writing Systems for Their Potential Use in Bilingual Education for Algonquin Children in Ontario
R. Anthony & B. Burnaby (Curriculum)
Project No. 3325

World Views and the Integrated Curriculum
B. Kilbourne (Curriculum)
Project No. 3326

Redistributive Effects of Expenditures on Elementary and Secondary Education in Ontario
L. Bezeau (Educational Administration)
Project No. 3327

Cross Validation of the Self-Concept Scale to be Reported in the Technical Manual
M. Gill (Educational Planning) &
V. R. D'Oyley (Measurement & Evaluation)
Project No. 3328

Katherine E. Wallis Project
J. Brown (History & Philosophy)
Project No. 3329

The Social Complexion of Mid-Nineteenth Century Ontario: A County Level Aggregate Analysis, 1851-1881
D. Levine (History & Philosophy)
Project No. 3330

This project is closely related to large-scale Project No. 3021 described on page 8.

History of Civic Instruction: Theory
J. Hockley (History & Philosophy)
Project No. 3331

Philosophy in the School Curriculum
C. Olsen (History & Philosophy)
Project No. 3332

Philosophical Critique of Education in the Primary and Junior Divisions
C. Olsen (History & Philosophy)
Project No. 3333

Historical Sources for the Study of the Immigrant in the Ontario School System
H. Troper (History & Philosophy)
Project No. 3334

Sankaracarya's Doctrine of "Sublation of Reality States in the Light of Piaget's Cognitive Epistemology and Jung's Psychology of "Individuation"
J. Richardson (History & Philosophy)
Project No. 3335

Needs Assessment as a Basis for Replanning Statements on Teacher Preparation
V. R. D'Oyley (Measurement & Evaluation)
Project No. 3336

Qualitative Evaluation of Curiosity and Inquiry
W. R. Kenzie (Measurement & Evaluation)
Project No. 3337

This is a continuation of work initiated and reported under Project No. 3293 (see page 62).

An Evaluation of the Language Competence of Bilingual Canadian Students
R. Mougeon (Research & Development: Franco-Ontarian Section)
Project No. 3338

Early Reading Project: The Effect of Analytic-Integrative Cognitive Styles on Learning to Read at an Early Age
D. Steane (Special Education)
Project No. 3339

APPROVED FOR FUNDING IN APRIL, 1976 (1st FUNDING PERIOD, YEAR 12)

Project RISE: Phase II (Program of Research in Superviser Education)
D. Abbey (Adult Education)
Project No. 3316

Legislating Continuing Education
J. Draper (Adult Education)
Project No. 3367

Later Development of Infants in Early Group Care
W. Fowler & N. Khan (Applied Psychology)
Project No. 3372

Model Tape Project
M. Orme (Applied Psychology)
Project No. 3373

Controlled Peer Supervision and Transfer of Teaching Skills with Community College Instructors
M. Orme (Applied Psychology)
Project No. 3374

Particulate versus Holistic Methods of Instruction in Reading
S. Palef (Applied Psychology)
Project No. 3375

A Study of Early Childhood and Later Educational Needs and Problems of the Islamic Community in Metropolitan Toronto
N. Khan (Applied Psychology)
Project No. 3376

Statistical Properties of the Stanford Teacher Competence Appraisal Guide and Its Relationship to Selected Teaching Strategies
J. Glade (Applied Psychology)
Project No. 3377

Teachers' Attitudes and Expectations in Relation to Pupils' Social Class and School Performance
S. Khan (Measurement & Evaluation)
Project No. 3378

Non-Mathematical Computer Support for Institute Functions
R. Ragsdale (Computer Applications)
Project No. 3379

This work was funded in Year 11 under Project No. 3300.

Qualitative Evaluation of Experimental Curiosity and Inquiry
W. R. Kenzie (Measurement & Evaluation)
Project No. 3380

This is an elaboration of work initiated under Project Nos. 3293 and 3337 (pages 62 & 70).

Applications of Computers to Institute Publishing
R. Ragsdale (Computer Applications)
Project No. 3381

This work was funded in Year 11 under Project No. 3303.

Cooperative Development of Interactive Computing in School Curricula
R. McLean (Computer Applications)
Project No. 3382

This is a continuation of work initiated under Project No. 3299 in Year 11.

Integrating Language Curricula in Schools
F. Smith (Curriculum)
Project No. 3385

This is a continuation of work initiated and reported under Project No. 3298 on page 63.

Experiential Education
M. Wahlstrom (Curriculum)
Project No. 3386

Arts and Education
R. Courtney (Curriculum)
Project No. 3387

This is a continuation of work initiated under Project No. 3296 in Year II.

Measures of Per Pupil Expenditure Inequality Among School Boards with Application to Ontario
L. Bezeau (Educational Administration)
Project No. 3388

This is an application of work initiated under Project No. 3291 in Year II.

Development of a Grant Formula Designed to Encourage Rational Decision Making by School Boards
L. Bezeau (Educational Administration)
Project No. 3389

Deans as Individuals in Organizations
D. Ryan (Educational Administration)
Project No. 3390

Comparative Analysis of Student Record Legislation in Canada
E. H. Humphreys & W. Bryans (Educational Planning)
Project No. 3391

This study is related to externally funded Project No.5536-59 described on page 95.

Exploiting the 1971 and 1976 Censuses to Describe the Distribution of Educational Achievements and Opportunities
J. Holland & S. Quazi (Educational Planning)
Project No. 3392

Planning in Local Boards of Education: The Canadian Experience
E. H. Humphreys (Educational Planning)
Project No. 3393

Evaluation of Writing: Senior Elementary Evaluation Project
M. Holmes & P. Evans (Field Development)
Project No. 3394

Problem Solving-Critical Thinking Test Development
F. G. Robinson (Field Development: Northeastern Centre)
Project No. 3395

Analysis of Effects of an Experimental Course in Moral Education for College Undergraduates
D. Boyd (History & Philosophy)
Project No. 3396

Archival and Bibliographic Project
W. Brehaut & I. Winchester (History & Philosophy)
Project No. 3397

Women in Canadian History: Bibliography
A. Prentice (History & Philosophy)
Project No. 3398

This study is closely related to large-scale Project No. 3171 described on page 6.

Katherine E. Wallis Project
J. Brown (History & Philosophy)
Project No. 3399

This is a continuation of work initiated under Project No. 3329 in Year II.

Immigrant Socialization and Education History Project
F. Sturino (History & Philosophy)
Project No. 3400

Development of Musical Understanding
P. Johnstone (History & Philosophy)
Project No. 3401

The Acquisition of Print as a First Language in Hearing-Impaired Children
A. Keeton (Special Education)
Project No. 3410

Computerized Teaching of Perceptually Handicapped Chidren
J. Kershner & P. Emanual (Special Education)
Project No. 3411

The Role of Hemisphere Functioning in Coding Strategies: A Developmental Model
A. Wight-Felske (Special Education)
Project No. 3412

Design Project to Evaluate Language and Cultural Outcomes of French Language Kindergarten and Junior Kindergarten for Francophones
Y. Ross & P. Tracy (Research & Development: Franco-Ontarian Section)
Project No. 3413

International Research on Women, Work and Participation
M. Eichler (Sociology)
Project No. 3414

Dental Prevention Program at the School
J. Gilbert (Sociology)
Project No. 3416

This is a continuation of work initiated under Project No. 3366 in Year 11.

Some Effects of the Teachers' Strike on Students
E. Thompson (Sociology)
Project No. 3417

Formal Education and Attitude Change
I. Gomme (Sociology)
Project No. 3418

Aspects of Social Processes Influencing the Successful Teaching of Ecology: A Case Study
R. V. Mason (Sociology)
Project No. 3419

Publication of Reflections (Journal of Interpretive Sociology)
R. Silvers (Sociology)

Sex Roles in Voluntary Social Organization: A Case Study of the Canadian Race Communications Association
J. Newton (Sociology)
Project No. 3421

EXTERNALLY FUNDED PROJECTS

INITIATED IN YEAR 12

FUNDED BY CANADA COUNCIL

Monitoring Second Language Learning: A Pilot Study
H. H. Stern (Curriculum: Modern Language Center)
Project No. 0328-57

A longitudinal study of several aspects of the second-language learning of four Grade 8 students studying French as a second language will be conducted for an initial period of five months. Two of the students will be chosen from a "regular" program while the other two, matched on sex and language aptitude, will be chosen from an "immersion" program.

Recently, much of the research in the field of second language acquisition has concentrated on collecting language production data from learners and inferring language learning processes and strategies from these data. The present research will attempt to combine similar data collection with more direct attempts at tapping language learning processes and strategies. The performance of second language learners will be carefully monitored on experimentally devised language-learning tasks. The subjects will also be directly asked to account for their performance, i.e., to explain what they do and why they do it. These data will be gathered through weekly visits to the schools. Theoretically crucial comparisons among the processes uncovered through the various research methods will be made. In addition, comparisons made of the strategies used and order of acquisition of selected structures between students in regular and immersion programs will prove important from both a theoretical and a practical point of view. Furthermore, representative samples of the teachers' language input on selected structures will provide data which could assist understanding of the relationship of language input to the output produced by the learner.

Language, Cognition and Instruction
D. R. Olson (Applied Psychology)
Project No. 0342-52

This project is concerned with (1) the kinds of goals served by symbolic forms, particularly logical prose; (2) the processes involved in extraction of information from such a symbolic medium or from direct experience, (3) the ways in which that knowledge is "represented" or stored mentally and (4) the importance of these differences for a theory of instruction. When language is considered as a means of instruction, the nature of instruction is cast into a new light. The investigator has, in earlier studies, argued theoretically and examined empirically the possibility that the means of instruction (as opposed to its content) is of profoundly more significance than has been generally assumed. One theoretical paper made the case that the means of instruction is a primary determinant of the skills a child will develop, while the content of the medium is a primary determinant of the knowledge acquired. Preliminary studies tend to support

this analysis. This theory requires ecmpirical testing at several levels. Some of the experiments of this project examine the comprehension processes required by such media as speech, print, and visual media; some studies examine the question of how this information is represented mentally, while others examine the possible "trade-off" between the acquisition of knowledge and the development of skill. The hope is that these lines of research will illuminate each other or yield a better understanding of the nature and consequences of educational experiences.

FUNDED BY ONTARIO ASSOCIATION OF MARRIAGE AND FAMILY COUNSELLORS

A Study of the Extent and Level of Marriage and Divorce Counselling Services in Selected Areas or Ontario
D. H. Brundage (Adult Education)
Project No. 0338-53

In recent years there has been a notable increase in the number of professional and paraprofessional people involved in marriage and family life counselling. It has been difficult to determine, however, who actually is involved in such counselling practices and how extensive and intensive these services are. Within a professional orientation the Ontario Association of Marriage and Family Counsellors is in fact developing a membership which is prediated on exacting requirements of preparation and in-service training to maintain standards of excellence in their profession. What seems clear, however, is that a larger and less visible group of practitioners is providing marriage counselling services in the urban communities of Ontario. The purpose of this survey will be to discover a broader range of counsellors than has been identified by the Association and to elicit from them vasic information as to the nature of their clientele, who sponsors their services, the costs and the availability of services rendered. Because of the complexity and number of marriage and divorce counselling services available in Metropolitan Toronto, this area will be excluded from the survey.

FUNDED BY ONTARIO MINISTRY OF EDUCATION GRANTS-IN-AID PROGRAM

Development and Evaluation of School-Based Assessment and Treatment Approaches for Depressed Children
R. J. Friedman & S. Miezitis (Applied Psychology)
Project No. 5043-52

The purpose of the proposed research is to develop assessment procedures to detect depression in pre-adolescent children and, subsequently, to develop programs, based on our theory of the disorder, for the treatment of depressed children. Early diagnosis of depression is of paramount importance in the prevention of associated educational problems. Depressive symptoms dominate the behavior of a chronically depressed child to such a degree that they interfere substantially with his physical health, interpersonal relationships and school performance. The child's feelings about himself and his relations with others are often important factors in determining his ability to perform in school. School-age children suffering from depressive reactions contribute a high proportion of cases referred for learning or behavior problems to educational clinics and school psychologists. Phase I of the present project will include collection of initial screening data, refinement of diagnostic tests and instruments and cross-validation studies. Phase II will involve the development and evaluation of treatment programs for children and consultation programs for use with teachers. Two types of dependent measures will be used to assess the efficacy of treatment. Post-test data on the screening battery will permit evaluation of the effects of specific individual treatments on specific behavior and constructs. Changes in classroom behavior, teacher-pupil interactions, peer relations, and school performance will be assessed by tests, teacher ratings and independent observers. Preliminary data was collected in earlier projects (Small-scale Project No. 3270, funded in Year II, and Project No. 3344 described on page 33).

Développement de Materiel Pédagogique Correctif Destiné à l'enseignement du Français dans des Ecoles Franco-ontariennes
R. Mougeon (Research & Development: Franco-Ontarian Section)
Project No. 5045-50

Grace à des fonds du Secrétariat d'Etat et des fonds internes d'O.I.S.E. nous avons recueillis des données sur l'anglais et le français de plusieurs échantillons d'élèves franco-ontariens. A l'heure actuelle nous aurons besoin de fonds pour faire une analyse détaillée des données françaises. Les élèves ont été interviewés et/ou évalués en partie par des membres de notre équipe de recherche mais aussi par des enseignants des écoles où les élèves ont été sélectionnés. Les élèves viennent des écoles de Welland, Sudbury (ville) et Chelmsford et ont été évalué en 2e, 5e, 8e, 10e et 12e années. Le présent projet

a deux buts: 1) effectuer une analyse diagnostique des erreurs de français commises par ces élèves 2) utiliser les résultats de cette analyse pour préparer sur une base expérimentale une série d'unités pédagogiques correctives destinées dans un premier temps aux enseignants de français des écoles élémentaires et secondaires des localités mentionnées plus haut.

L'analyse des erreurs des élèves et la confection des modules correctifs se ferait selon le modèle d'un projet similaire concernant l'anglais des memes élèves. Etant donné les nombreux problèmes recontrés par les professeurs et instituteurs franco-ontariens dans le domaine de l'enseignement du français il apparait essentiel qu'une telle étude puisse être réalisée.

L'objectif principal du project est d'aider à l'amélioration de l'enseignement du français dans les écoles franco-ontariennes en fournissant aux enseignants de français du matérial pédagogique dont le but est d'expliquer et de décrire (origine, cause et fréquence) les erreurs de français et de proposer des remèdes (sous forme d'exercices) à ces erreurs. Un autre objectif du projet est de fournir aux responsables de la programmation de l'enseignement du français (ministère et conseils scolaires) un diagnostique détaillé des difficultés des élèves à plusieurs stades de leur scolarité.

FUNDED BY ONTARIO TEACHERS' FEDERATION

Preliminary Report on Teacher Participation in Decision Making
W. E. Alexander (Educational Planning)
Project No. 0348-59

This grant provided funding for publication of the findings of a study carried out by the investigator in Years 10 and 11.

EXTERNALLY FUNDED PROJECTS

INITIATED PRIOR TO YEAR 12

AND CONTINUING IN YEAR 12

FUNDED BY ASSOCIATION OF UNIVERSITIES AND COLLEGES OF CANADA

International Education Program (SHARE)
D. H. Brundage (Graduate Studies)
Project No. 0002-70

FUNDED BY CANADA COUNCIL

Personality Development in Secondary School
D. E. Hunt (Applied Psychology)
Project No. 0307-52

This project is a continuation of Project No. 0349-52, described on page 110.

Fourth International Intervisitation Program in Educational Administration
R. Farquhar (Assistant Director)
Project No. 0311-41

Societal Change, Political Regimes and the Growth of Schooling
D. Livingstone (Sociology)
Project No. 0316-62

Sex, Ethnicity and Socioeconomic Background: Effect on Access to and Choices Within Post-Secondary Education Over Time
E. B. Harvey (Sociology)
Project No. 0327-62

Canada Council Travel Research Grant
D. W. Brison (Research & Development)
Project No. 0346-50

This grant is used to provide travel funds for Institute staff in support of their research activities.

Statistical Analysis of Experiments in Educational Research
R. P. Bhargava (Measurement & Evaluation)
Project No. 0400-58

General Research Grant
Office of Research and Development Studies
Project No. 0600-50

This grant is used to provide travel funds for Institute staff in support of their research activities.

FUNDED BY CANADA WORLD YOUTH

Canada World Youth Program (Evaluation)
D. Wilson (Educational Planning)
Project No. 0320-59

FUNDED BY CANADIAN INTERNATIONAL DEVELOPMENT AGENCY

CARICOM
K. Prueter (Director's Office)
Project No. 0308-41

Educational Information Exchange Program (CARICOM)
K. Prueter (Director's Office)
Project No. 0310-41

FUNDED BY CANADIAN SOCIETY FOR THE STUDY OF EDUCATION

Canadian Journal of Education
R. Ragsdale (Computer Applications)
Project No. 0302-56

FUNDED BY FEDERAL CIVIL SERVICE COMMISSION, MANUFACTURER'S LIFE INSURANCE COMPANY, THE PROVINCE OF ONTARIO, AND IMPERIAL OIL COMPANY

Program of Staff Training and Development (POSTD)
A. Thomas and D. Beatty (Adult Education)
Project No. 0009-53

This project constitutes the training program itself; there are no reporting requirements.

FUNDED BY COUNCIL OF ONTARIO UNIVERSITIES

Council of Ontario Universities University Testing Programme, 1975-76, Phases 2, 3, 4
V. R. D'Oyley (Measurement & Evaluation)
Project No. 0323-58

FUNDED BY FEDERAL DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT & ONTARIO MINISTRY OF COMMUNITY AND SOCIAL SERVICES

Nursery School Support Fund (Manitoulin Island)
G. L. McDiarmid (Curriculum)
Project No. 0284-57

FUNDED BY DEPARTMENT OF MANPOWER AND IMMIGRATION
& ONTARIO MINISTRY OF EDUCATION

Ontario Population Study
B. Macleod (Educational Planning)
Project No. 0124-59

FUNDED BY DEPARTMENT OF THE SECRETARY OF STATE

Effective Teaching and Learning
H. H. Stern & E. Brent (Curriculum: Modern Language Center)
Project No. 0902-57

Findings of the preliminary study were reported in the unpublished document:

> Naiman, N., Frohlich, M. & Stern, H.H. The Good Language Learner, 1975.

FUNDED BY THE DEPARTMENT OF THE SECRETARY OF STATE

Working Papers on Bilingualism
M. Swain (Curriculum: Modern Language Center)
Project No. 0906-57

Nine issues of this periodical had been published at the end of Year 11.

FUNDED BY FORD FOUNDATION

Education Statistical Reporting Review (Service Agreement)
R. Wolfe (Computer Applications)
Project No. 0332-44

FUNDED BY HEALTH & WELFARE CANADA, SOCIAL SERVICES PROGRAMS BRANCH

Development of a Prototype Infant and Preschool Child Day Care Centre in Metropolitan Toronto
W. Fowler & N. Khan (Applied Psychology)
Project No. 0340-52

This is a continuation of Project No. 0010-52, described on page 112.

FUNDED BY HERITAGE CANADA

Development of a Curriculum Unit Concerning Architectural Preservation and Urban Redevelopment
I. Winchester (History & Philosophy)
Project No. 0335-55

FUNDED BY THE HOSPITAL FOR SICK CHILDREN

Visual Perception Laterality
J. Kershner (Special Education)
Project No. 0003-60

This study was continued under Project No. 0313-60.

FUNDED BY THE HOSPITAL FOR SICK CHILDREN FOUNDATION

Visual Perception Laterality
J. Kershner (Special Education)
Project No. 0313-60

FUNDED BY IMPERIAL OIL COMPANY, FEDERAL CIVIL SERVICE COMMISSION, THE PROVINCE OF ONTARIO, AND MANUFACTURER'S LIFE INSURANCE COMPANY

Program of Staff Training and Development
A. Thomas & D. Beatty (Adult Education)
Project No. 0009-53

This project constitutes the training program itself; there are no reporting requirements.

FUNDED BY INTERNATIONAL COUNCIL FOR ADULT EDUCATION

Public Participation Program
K. Prueter (Director's Office)
Project No. 0319-41

Learning Resources Room
K. Prueter (Director's Office)
Project No. 0315-41

FUNDED BY THE KELLOGG FOUNDATION AND THE ONTARIO ASSOCIATION OF EDUCATION ADMINISTRATION OFFICIALS

Ontario Council for Leadership in Educational Administration
D. Musella (Educational Administration)
Projects Nos. 0001-51 and 0002-51

These grants are in support of the Council's activities. There are no reporting requirements.

FUNDED BY THE LAKEHEAD BOARD OF EDUCATION

Analysis of Administrative Organization
R. Farquhar (Assistant Director)
Project No. 0334-51

FUNDED BY MANUFACTURER'S LIFE INSURANCE COMPANY, FEDERAL CIVIL SERVICE COMMISSION, THE PROVINCE OF ONTARIO, AND IMPERIAL OIL COMPANY

Program of Staff Training and Development (POSTD)
A. Thomas & D. Beatty (Adult Education)
Project No. 0009-53

This project constitutes the training program itself; there are no reporting requirements.

FUNDED BY MAYDA INDUSTRIES

Assessing and Developing Cognitive Potential in Vocational High School Students
H. Narrol (Applied Psychology) & H. Silverman (Special Education)
Project No. 0322-52

FUNDED BY McLEAN FOUNDATION

W. L. Grant Fund
J. R. Kidd (Adult Education)
Project No. 0002-53

This fund provides fellowships in the field of Adult Education.

FUNDED BY THE ONTARIO ASSOCIATION OF EDUCATIONAL ADMINISTRATION OFFICIALS AND THE KELLOGG FOUNDATION

Ontario Council for Leadership in Educational Administration
D. Musella (Educational Administration)
Projects No. 0001-51 & 0002-51

These projects are in support of the Council's activities. There are no reporting requirements.

FUNDED BY ONTARIO EDUCATIONAL COMMUNICATIONS AUTHORITY

The Sunrunners: Videotape Program
L. D. McLean (Computer Applications)
Project No. 0304-50

FUNDED BY ONTARIO MINISTRY OF COLLEGES AND UNIVERSITIES

Computer Assisted Instruction: Basic Electricity
G. Scott (Computer Applications)
Project No. 0013-56

One publication has been produced in addition to the courseware (computerized instructional and testing materials) for Projects No. 0013-56, 0014-56 and 0015-56.

> Lomberg, Evannah (Ed.). Computer-Assisted Instruction for Colleges of Applied Arts and Technology: CAI Electricity (Field Trials Version 1). Toronto: Ontario Institute for Studies in Education, Department of Computer Applications, 1975.

Computer-Assisted Instruction: Accounting
G. Scott (Computer Applications)
Project No. 0014-56

Computer-Assisted Instruction: Chemistry
G. Scott (Computer Applications)
Project No. 0015-56

Ministry of Colleges and Universities Follow-up Study of 1972 B.A. and B.Sc. Graduates
E. B. Harvey (Sociology)
Project No. 0314-62

Class of '72 Enters the Labour Force
E. B. Harvey (Sociology)
Project No. 0331-62

FUNDED BY ONTARIO MINISTRY OF COLLEGES AND UNIVERSITIES & ONTARIO MINISTRY OF EDUCATION

The Secondary/Post-secondary Interface Study, Part Two: Nature of Students
R. E. Traub (Measurement & Evaluation)
Project No. 5563-50

Secondary/Post-secondary Interface Studies Coordination
H. H. Russell (Field Development: Central Ontario Centre)
Project No. 5564-50

FUNDED BY ONTARIO MINISTRY OF COLLEGES AND UNIVERSITIES, INDUSTRIAL TRAINING BRANCH

Adult Basic Education: Teaching the Adult Canadian Revised Program Project
J. R. Kidd (Adult Education)
Project No. 0330-53

FUNDED BY ONTARIO MINISTRY OF COMMUNITY AND SOCIAL SERVICES & FEDERAL DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

Nursery School Support Fund (Manitoulin Island)
G. L. McDiarmid (Curriculum)
Project No. 0284-57

FUNDED BY ONTARIO MINISTRY OF EDUCATION & ONTARIO MINISTRY OF COLLEGES AND UNIVERSITIES

The Secondary/Post-Secondary Interface Study, Part Two: Nature of Students
R. E. Traub (Measurement & Evaluation)
Project No. 5563-50

Secondary/Post-Secondary Interface Studies Coordination
H. Russell (Field Development: Central Ontario Centre)
Project No. 5564-50

FUNDED BY ONTARIO MINISTRY OF EDUCATION CONTRACT

Ontario Secondary School Drop Out Study
C. Watson (Educational Planning)
Project No. 5532-59

Preliminary findings were reported to the Ministry of Education in March, 1976.

The Effectiveness of the Revised Ontario School Record Card System
E. H. Humphreys & B. C. Elwood (Educational Planning)
Project No. 5536-59

Findings have been reported to the Ministry in:

Humphreys, E.H. & Elwood, B.C. Interim Report No. 2: Evaluation of the Ontario School Record System: Survey of Professional Educators' Views as to the Objectives of and Access to the Ontario School Record, August 1974.

Humphreys, E.H. & Elwood, B.C. Interim Report No. 3: Effectiveness of the Revised Ontario School Record System: Survey of Professional Educators' Views as to the Needs and Preferred Sources of Student Information, June 1975.

Humphreys, E.H. & Elwood, B.C. Report No. 4: Effectiveness of the Revised Ontario School Record System: Survey of Professional Educators' Use and Sources of Student Information, June, 1975.

Humphreys, E.H. & Elwood, B.C. Report No. 1 Effectiveness of the Revised Ontario School Record System, February 1976

These reports are the property of the Ontario Ministry of Education; all inquiries should be directed to the Ministry.

Study of Community Involvement
M.Fullan (Sociology) &
G. Eastabrook (Queens University)
Project No. 5544-62

Eastabrook, G., Clifford, J., Lounsbury, D., Wismer, S. & Fullan, M. Bayridge Secondary School: A Case Study of the Planning and Implementation of Educational Change. Toronto: Faculty of Education 1975.

Clifford, J., Eastabrook, G., Lounsbury, D., Beahen, S. & Fullan, M. A Final Report: Community Schools Survey, 1975.

Evaluation and Synthesis of Studies Related to the Experimental Programs for the Teaching of French as a Second Language in the National Capital Region

H. H. Stern, M. Swain (Curriculum Modern Language Center) & L. D. McLean (Computer Applications)
Project No. 5545-57

One report of the findings of this continuing project has been published:

> Stern, H. H., Swain, M. & McLean, L.D. French Programs -- Some Major Issues: Evaluation and Synthesis of Studies Related to the Experimental Programs for the Teaching of French as a Second Language in the Carleton-Ottawa School Boards. Toronto: Ontario Ministry of Education, 1976

An earlier component of this study is described on page 119 under Project No. 5550-57.

Educational Information System for Ontario

E. Auster (Library) & S. Lawton (Educational Administration & Graduate Studies)
Project No. 5551-51

The computer-based information system has been operational for more than a year. Analysis of its operation is included in an unpublished document:

> Auster, E. & Lawton, S. Educational Information System for Ontario: Interim Report (March 1975-February 1976) to the Ministry of Education, 1976.

This report is the property of the Ministry of Education; all inquiries should be directed to the Ministry.

A Longitudinal Evaluation of Pupil Achievement in Language Arts and Mathematics

H. G. Hedges (Field Development: Niagara Centre)
Project No. 5552-80

Educational, Social, and Financial Implications to School Boards of Declining Enrolments
B. Rideout (Educational Administration)
Project No. 5555-51

An earlier segment of this study is reported under Project No. 5537-51 on page 115.

Grant Implication Analysis of Costs of Providing Instruction in French to Students Enrolled in French-Language Instructional Units
B. Rideout (Educational Administration)
Project No. 5557-51

The Moral Education Project: Year 4
C. Beck (Graduate Studies) & E. V. Sullivan (Applied Psychology)
Project No. 5558-55

A Formative Evaluation of the Ontario Crippled Children's Centre Communication Programme
H. Silverman (Special Education)
Project No. 5559-60

Development of a Classroom Group Symbol Communication Display for Handicapped Children with No Expressive Language
H. Silverman (Special Education)
Project No. 5560-60

The Educational Application of the Ontario Crippled Children's Centre Symbol Communication Module for Other Groups of Exceptional Children
H. Silverman (Special Education)
Project No. 5561-60

A Study of Factors Involved in the Planning for and Implementing of Community Involvement (Phase 3)
G. Eastabrook (Queen's University) & M. Fullan (Sociology)
Project No. 5562-62

Module Making Project
H. H. Stern (Curriculum: Modern Language Center)
Project No. 5565-57

The Development of a Multi-Media Learning Kit to Explore Some Key Values Related to 7-9th Graders
J. Bradley (History & Philosophy)
Project No. 5566-55

Education Information System for Ontario: Phase II
S. B. Lawton (Graduate Studies) & E. Auster (Library)
Project No. 5567-51

The Costs of Providing Instruction in French to Students Enrolled in French Language Instructional Units
S. Churchill (Research & Development)
Project No. 5568-50

Sequential Activities for Experiential Programs for Junior and Senior Kindergarten and Grade 1
C. Nash (Field Development: Midnorthern Centre)
Project No. 5569-80

The Effects of the Teachers' Strike on Metropolitan Toronto Students
D. W. Brison (Research & Development)
M. Fullan (Sociology)
C. Watson (Educational Planning) &
M. Holmes (Field Development)
Project No. 5571-50

FUNDED BY ONTARIO MINISTRY OF EDUCATION GRANTS-IN-AID PROGRAM

A Study of the Characteristics and Needs of Franco-Ontarian Children in the Ontario Educational System
D. Ellis (Adult Education and Measurement & Evaluation) &
W. G. Fleming (Graduate Studies and Measurement & Evaluation)
Project No. 5024-70

A supplementary study is funded under Project No. 5004-70 (see page 120).

Completed segments of this long-term study are reported in the following documents and under Project No. 5037-70 (see page 100).

Ellis, D. & Fleming, W.G. A Report to the Ministry of Education Concerning Research Entitled "A Study of the Characteristics and Needs of Franco-Ontarian Children in the Ontario Educational System". June 30, 1974.

_____. A Report to the Ministry of Education Concerning Research Entitled "A Study of the Characteristics and Needs of Franco-Ontarian Children in the Ontario Educational System". June 30, 1975.

Ellis, D. Raising the Educational and Vocational Aspirations of a Linguistic Minority: The Franco-Ontarian Experience. Proceedings of the 5th World Congress of the International Association for Educational and Vocational Guidance, August 19-24, 1973. Quebec City. Pp. 301-9.

Ellis, D. & Tremblay, A. Rendement en francais des élèves franco-ontariens. Orbit 19, Vol. 4, No. 4, 1973, 12-13.

Ellis, D. & Richards, G.R. L'evaluation du rendement des élèves franco-ontariens: D'ou viennent les tests?" Orbit 22, Vol. 5, No. 2, 1974, 10-11.

Ellis, D. & Gauthier, Rheal. le rendement en anglais des élèves franco-ontariens. Orbit 23, Vol. 5, No. 3, 1974, 10-11.

Chaperon-Lor, D. Une Minorité s'explique: Les Attitudes de la population francophone du Nord-Est ontarien envers l'education de langue francaise. Toronto: Ontario Institute for Studies in Education, 1974.

Synthesis Skills for Reading Comprehension
A. Keeton (Special Education)
Project No. 5041-60

Home Training of Mentally Retarded Children
M. Garber (Special Education)
Project No. 5040-60

Les Attitudes de l'enseignant en salle de classe quand les élèves apprennent la deuxième langue a l'aide de la television
R. Mougeon (Research & Development: Franco-Ontarian Section)
Project No. 5039-50

Mathematics Evaluation Materials Package (MEMP): Primary
D. Horn (Measurement & Evaluation)
Project No. 5038-58

A Study of the Characteristics and Needs of Franco-Ontarian Children in the Ontario Educational System
D. Ellis (Adult Education and Measurement & Evaluation)
Project No. 5037-70

The fourth report on a five-year study was produced by this project:

Ellis, D. A Study of the Characteristics and Needs of Franco-Ontarian Children in the Ontario Educational System, June 1976.

Development of the Criterion Referenced Testing System in Language Arts
K. A. Leithwood (Field Development: Trent Valley Centre)
Project No. 5036-80

Teaching Strategies in Curriculum Implementation
D. Ireland (Field Development: Ottawa Valley Centre)
Project No. 5035-80

A Grade 13 Tutoring Model Employing a Hierarchy of Elementary Thinking Skills
H. G. Hedges (Field Development: Niagara Centre)
Project No. 5034-80

The Evaluation of Bilingual Education Programs in Ontario
M. Swain (Curriculum: Modern Language Center)
Project No. 5033-57

Findings of this study were reported in an unpublished document:

Swain, M. Bilingual Education Project Final Report to the Ministry of Education for the period July, 1974 through June, 1975.

Legal Education Issues in Ontario
A. Thomas (Adult Education)
Project No. 5032-53

A final report was submitted to the Ministry of Education in July, 1976. Two publications have been produced:

Department of Adult Education. Attendance at School in Ontario: The Right and the Duty. Department of Adult Education, Ontario Institute for Studies in Education, 1976.

_____. Teachers' Collective Bargaining in Ontario: An Introduction. Department of Adult Education, Ontario Institute for Studies in Education, 1976.

A Study of Changes in Academic Achievement Patterns in Secondary School Chemistry
A. Even (Measurement & Evaluation)
Project No. 5005-58

Mathematics Evaluation Materials Package (MEMP) Project, Primary Division
D. Horn (Measurement & Evaluation) &
H. H. Russell (Field Development)
Project No. 5025-58

Horn, D.M. Mathematics Evaluation Materials Package. Primary Division (OISE Curriculum Series/20). Toronto: Ontario Institute for Studies in Education, 1976.

Organization Development Effectiveness in Two Elementary Schools
D. Ireland (Field Development: Ottawa Valley Centre)
Project No. 5028-80

Wolfe, C. & Russell, H.H. Organization Development Effectiveness in Two Elementary Schools, Final Report, 1976

Bilingual Education Project
M. Swain (Curriculum: Modern Language Center)
Project No. 5029-57

Swain, M. & Barik, H.C. Five Years of Primary French Immersion: Annual Reports of the Bilingual Education Project to the Carleton Board of Education and the Ottawa Board of Education up to 1975. Toronto: Ontario Ministry of Education, 1976.

FUNDED BY ONTARIO MINISTRY OF EDUCATION:
LEARNING MATERIALS DEVELOPMENT PLAN

L'Anglais enseigné aux Canadiens-Français
R. Lamerand (Research & Development: Franco-Ontarian Section)
Project No. 5570-50

FUNDED BY ONTARIO MINISTRY OF EDUCATION
SERVICE AGREEMENT

Promotion/Distribution of Ministry of Education Publications
J. Main (Publications Division)
Project No. 0317-45

OISE Library Services to Ontario Teacher Education Colleges
S. Wigmore (Library)
Project No. 0324-46

FUNDED BY ONTARIO MINISTRY OF EDUCATION
SERVICE AGREEMENT & FEDERAL DEPARTMENT
OF MANPOWER AND IMMIGRATION

Ontario Population Study
B. Macleod (Educational Planning)
Project No. 0124-59

FUNDED BY OXFORD COUNTY BOARD OF EDUCATION

Oxford County Computer Work
J. E. Davis (Field Development: Midwestern Centre)
Project No. 0010-80

FUNDED BY PEEL COUNTY BOARD OF EDUCATION

Peel County Management Information System
S. Padro (Educational Planning)
Project No. 0004-59

FUNDED BY PETERBOROUGH, VICTORIA, NORTHUMBERLAND AND NEWCASTLE ROMAN CATHOLIC SEPARATE SCHOOL BOARDS

A Study of Special Education Services in the Four Counties' Jurisdiction
M. Holmes (Office of Field Development)
Project No. 0333-80

FUNDED BY THE PROVINCE OF ONTARIO, FEDERAL CIVIL SERVICE COMMISSION, MANUFACTURER'S LIFE INSURANCE COMPANY & IMPERIAL OIL COMPANY

Program of Staff Training and Development (POSTD)
A. Thomas & D. Beatty (Adult Education)
Project No. 0009-53

This project constitutes the training program itself; there are no reporting requirements.

FUNDED BY ST. JOHN'S TRAINING SCHOOL (UXBRIDGE, ONTARIO)

Penal Reform Through Educational Development
J. Eisenberg (History & Philosophy)
Project No. 0321-55

FUNDED BY VALENTINE-KLINE FOUNDATION

Dual Brain Asymmetry: A Model for the Treatment of Learning Disorders
J. Kershner (Special Education)
Project No. 0002-60

Kershner, J. Dual Brain Asymmetry: A Model for the Diagnosis and Treatment of Learning Disorders: Final Report 1974-1975, July 1975.

FUNDED BY WELLINGTON COUNTY BOARD OF EDUCATION

Wellington County Curriculum Project
T. B. Greenfield (Educational Administration)
Project No. 0318-51

FUNDED BY WINDSOR BOARD OF EDUCATION

Windsor Early Identification Study
K. G. O'Bryan (Applied Psychology)
Project No. 0012-52

An earlier segment of this project is reported in the publication:

O'Bryan, K.G. The Windsor Early Identification Project. Toronto: Ontario Ministry of Education, 1976

FUNDED BY YORK BOARD OF EDUCATION

Operation of Counseling Practicum
J. Weiser (Applied Psychology)
Project No. 0002-52

EXTERNALLY FUNDED PROJECTS

COMPLETED DURING YEAR 11

(July 1, 1975 to March 1, 1976)

FUNDED BY THE ATKINSON FOUNDATION

EcoBox
D. Stansfield & A. Barton (Computer Applications)
Project No. 0009-56

This was the final dissemination program for the EcoBox materials.

FUNDED BY CANADA COUNCIL

The Educational Potential of Print and Other Media
D. R. Olson (Applied Psychology)
Project No. 0013-52

Olson, D.R. On the Relations Between Spatial and Linguistic Processes, 1973.

Olson, D.R. Mass Media Versus Schoolmen: The Role of the Means of Instruction in the Attainment of Educational Goals. Interchange, Vol. 5, No. 2, 1974, 11-17.

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Olson, D.R. Culture, Technology and Intellect. In L. Resnick & R. Glaser (Eds.) The Nature of Intelligence, Potomac (Maryland): L. E. Earlbaum Associates, 1976.

Research on Scaling Categorical Information
S. Nishisato (Measurement & Evaluation)
Project No. 0300-58

Nishisato, S. & Levine, R. Optimal Scaling of Omitted Responses. Paper presented to Meeting of the Psychometric Society, April 1975, Iowa City, Iowa.

Nishisato, S. & Leong, J-S. OPSCAL, A Fortran IV Program for Analysis of Qualitative Data by Optimal Scaling: Measurement and Evaluation of Categorical Data Technical Report No. 3. Department of Measurement & Evaluation, Ontario Institute for Studies in Education, Spring 1975.

Nishisato, S. Optimal Scaling as Applied to Different Forms of Data: Measurement and Evaluation of Categorical Data Technical Report No. 4. Department of Measurement and Evaluation, Ontario Institute for Studies in Education, Spring, 1976

Personality Development in the Secondary School
D. E. Hunt (Applied Psychology)
Project No. 0349-52

Hunt, D. E. and others. Student Conceptual Level and Models of Teaching: Theoretical and Empirical Coordination of Two Models. A paper presented at American Educational Research Association meeting, Chicago, April 19, 1974.

FUNDED BY THE CATHOLIC UNIVERSITY OF CHILE

Inputs and Outputs of the Chilean Basic Education Systems
J. P. Farrell (Educational Planning)
Project #0005-59

Schiefelbein, E. & Farrell, J.P. Inputs to the Chilean Educational Process and Their Effects in the Achievement of Students (in Spanish). Santiago, Chile: Ministry of Education, 1973

____. The Effect of Text Availability on School Achievement (in Spanish). Educacion Hoy: Persnectivos Linomericanos, 3(1), 1973.

Schiefelbein, E. & Farrell, J.P. Evaluation of the Relationship between Inputs of the Educational Process and School Achievement (in Spanish). Revista del Centro de Estudios Educativos (Mexico), 3(2), 1973.

_____. Expanding the Scope of Educational Planning: The Experience of Chile. Interchange, 5(2), 1974.

_____. Factors Influencing Educational Achievement in Chile and in Developed Nations: A Comparison. Paper presented at Annual Meeting of the American Educational Research Association, 1975.

Farrell, J.P. Review of Jencks' "Inequality", Comparative Education Review, 18(3), October 1974.

_____. A Response to "The Macro-Planning of Education." Comparative Education Review, 19(2), June 1975.

FUNDED BY CONSUMER ASSOCIATION OF CANADA

Project Info/CIN
D. J. Ironside (Adult Education)
Project No. 0006-53

Ironside, D.J. and others. The Power to Communicate: A Revolution in Information Sharing - A Report on Information Handling in Community Centres in Canada 1971/72. May 1972.

InfoCIN Project Team. Handbook of Information and Helping Services in Canada (Preliminary Edition). Ottawa: Consumers' Association of Canada, May 1972. (bilingual)

FUNDED BY THE COUNSELLING FOUNDATION

Selection and Evaluation of Counsellors in CAATs
R. M. Laxer (Applied Psychology)
Project No. 0005-53

FUNDED BY FEDERAL DEPARTMENT OF HEALTH AND WELFARE

Longitudinal Operation of a Demonstration Infant Day Care and Education Program
W. Fowler (Applied Psychology)
Project No. 0300-52

Fowler, W., Khan, N. and others. The Develoment of a Prototype Infant and Child Day Care Centre in Metropolitan Toronto: Year IV Progress Report. December 1975.

FUNDED BY FEDERAL DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT AND ONTARIO MINISTRY OF COMMUNITY AND SOCIAL SERVICES

Stimulating the Early Environment of Children in an Indian Community
G. L. McDiarmid (Curriculum)
Project No. 0283-57

FUNDED BY DUFFERIN COUNTY BOARD OF EDUCATION

Information Analysis for School Board Planning Management
S. Padro & T. Vangel (Educational Planning)
Project No. 0013-59

FUNDED BY FORD FOUNDATION

Service Agreement
L. D. McLean (Computer Applications)
& D. W. Brison (Research & Development)
Project No. 0309-50

McLean, L.D. & Brison, D.W. Making a Difference At School -- The R&D Challenge, 1976.

FUNDED BY INTERNATIONAL BUREAU OF PROFESSIONAL EDUCATION

Evaluation of Education Canada
L. D. McLean (Computer Applications)
Project No. 0907-56

McLean, L.D. The Value of Travel and Study During a High School Year: An Evaluative Essay on the Education Canada Pilot Program. Ottawa: International Bureau for Professional Development, 1975.

FUNDED BY LAKEHEAD UNIVERSITY

Relative Effectiveness of Several Delivery Systems for University Extension Courses: Phase 1
H. H. Russell (Field Development, Central Ontario Centre)
& R. E. Traub (Measurement & Evaluation)
Project No. 0336-80

FUNDED BY ONTARIO COUNCIL OF THE ARTS

An Evaluation of the Program of the Hamilton Philharmonic Institute
R. Courtney (Curriculum)
Project No. 0285-57

Courtney, R. Hamilton Philharmonic Institute 1974/75: An unpublished report to the Ontario Council of the Arts, 1975.

FUNDED BY ONTARIO COUNCIL OF THE ARTS

Auditioning and Interviewing of the Hamilton Philharmonic Institute Students (Interim Project)
R. Courtney (Curriculum)
Project No. 0312-57

FUNDED BY ONTARIO MINISTRY OF COMMUNITY AND SOCIAL SERVICES & FEDERAL DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

Stimulating the Early Environment of Children in an Indian Community
G. L. McDiarmid (Curriculum)
Project No. 0283-57

FUNDED BY ONTARIO MINISTRY OF EDUCATION CONTRACT

The Incidence of Deafness in the Population of Ontario
C. Watson (Educational Planning)
Project #5529-59

Watson, C., Quazi, S., Burnham, S., Fiaz, N. & Watson, G. Ontario's Pre-School and School-Aged Deaf, 1975.

This report has been released by the Ministry of Education. Reference and loan copies are available in the Ministry Library (Mowat Block, Toronto) and in the Regional Offices of the Ministry.

The Education of Adolescents in Remote Areas of Ontario
D. Ryan (Educational Administration)
Project No. 5533-51

Ryan, D. The Education of Adolescents in Remote Areas of Ontario, 1975.

This report has been released by the Ministry of Education and is in press at the present time. When available, the publication will be sold by the Ontario Government Bookstore and OISE.

Educational, Social, and Financial Implications to School Boards of Declining Enrolments
B. Rideout (Educational Administration)
Project No. 5537-51

Sylvester, C., Harris, M., Rideout, B. & Murray J. To Close or Not to Close: Nine Ontario Case Studies. Report Number One of the Research Team Investigating the Educational, Social and Financial Implications of Declining Enrolments, August 1975.

This report has been released by the Ministry of Education. Reference and loan copies are available at Regional Offices of the Ministry.

Preschool Blind Children Assessment Procedures
I. Davidson (Special Education)
Project No. 5538-60

Davidson, I. Report on the Development of the Assessment Scales and Handbook Materials for Preschool Blind Children, 1975.

Davidson, I. and others. Multi-handicapped Blind Children, 1975.

Videotape materials have also been produced by this project.

Reports of this project are the property of the Ministry of Education; inquiries should be directed to the Ministry.

Evaluation and Synthesis of Studies Related to the Effects of Class Size, Pupil-Adult, and Pupil-Teacher Ratios
D. Ryan and T. B. Greenfield (Educational Administration)
Project No. 5539-51

Ryan, D. & Greenfield, T.B. Evaluation and Synthesis of Studies Related to the Effects of Class Size, Pupil-Adult, and Pupil-Teacher Ratios, 1975.

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Moral Education Project
C. Beck (Graduate Studies Office)
& E. V. Sullivan (Applied Psychology)
Project No. 5540-55

Beck, C. & Sullivan, E.V. Moral Education Project: Annual Report, 1974-1975, November 1975.

This report has been released by the Ministry of Education. Reference and loan copies are available in the Regional Offices of the Ministry.

Improved Bases for Forecasting School Age Population Throughout Ontario
B. Macleod (Educational Planning)
Project No. 5541-59

Macleod, B. The Development of Improved Bases for Forecasting School Age Population Throughout Ontario - A Study of Demographic Components. Final Report, Volume 1: Population in Ontario's Educational Regions, August 1975.

Macleod, B., Shakeel, G.S., Postle, W.A. & Wolfe, R.C. The Development of Improved Bases for Forecasting School Age Population Throughout Ontario - A Study of Demographic Components. Final Report, Volume 2: Projecting Ontario's Population, November 1975.

These documents are the property of the Ministry of Education; inquiries should be directed to the Ministry.

Projection of Enrollment and Teacher Supply
C. Watson & S. Quazi (Educational Planning)
Project No. 5542-59

Watson, C. Report of the All-Ontario Enrollment Project (July 1975): One of the Final Reports of the Enrollment and Teacher Projection Contract, 1974/75. 1976.

Watson, C., Quazi, S. & Kleist, A. Revision of the Elementary and Secondary School Teacher Supply/ Demand Projections: One of the Final Reports of the Enrollment and Teacher Projection Contract, 1974/75. 1976.

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____. Appendix to the Report of the Addendum to the 1975-76 Enrollment and Teacher Projection Contract. 1976.

These documents are the property of the Ministry of Education; inquiries should be directed to the Ministry.

Ontario Crippled Children's Centre Communication Study
H. Silverman (Special Education)
& K. G. O'Bryan (Applied Psychology)
Project No. 5543-60

Silverman, H. The Formative Evaluation of the Ontario Crippled Children's Centre Symbol Communication Programme: Year End Report, 1975.

This report is the property of the Ministry of Education; inquiries should be directed to the Ministry.

French Language Teaching Modules
H. H. Stern (Modern Language Center)
Project No. 5546-57

Modern Language Centre. French Language Teaching Modules: Report on a Curriculum Research Project, 1976.

This report is the property of the Ministry of Education; inquiries should be directed to the Ministry.

Semestering in Secondary School
J. E. Davis (Field Development, Northwestern Centre)
Project No. 5547-80

Ross, J.A., Ducharme, D.J., Davis, J.E. & French, W. The Impact of Semestering on Selected Secondary Schools in Ontario, 1976.

This report has been released by the Ministry of Education. Reference and loan copies are available in the Regional Offices of the Ministry.

Development of a Classroom Group Symbol Communication Display for Handicapped Children with No Expressive Language
H. Silverman (Special Education)
Project No. 5548-60

Silverman, H. The Development of a Classroom Group Symbol Display for Physically Handicapped Non-Verbal Children: Year End Report, 1975.

This report is the property of the Ministry of Education: inquiries should be directed to the Ministry.

The Educational Application of the Ontario Crippled Children's Centre (O.C.C.C.) Symbol Communication Module
H. Silverman (Special Education)
Project No. 5549-60

Silverman, H. The Educational Application of the Ontario Crippled Children's Centre (O.C.C.C.) Symbol Communication Module for Other Groups of Exceptional Children: Year End Report, 1975.

This report is the property of the Ontario Ministry of Education; inquiries should be directed to the Ministry.

A Study of the Effectiveness of the Teaching of French at the Primary Level in the Schools of England and Wales
H. H. Stern (Modern Language Center)
Project No. 5550-57

Burstall, C., Stern, H.H. and Harley, M.B. French from Age 8 or 11? Toronto: Ontario Ministry of Education, 1975.

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J. Draper (Adult Education)
Project No. 5553-53

Neenuwind: A Community Education Project, Spring 1976.

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Overview of Literature Pertaining to the Preparation of Students for and Placement in Post-Secondary Studies
D. Ellis (Adult Education)
Project No. 5554-53

Ellis, D. An Overview of Literature Pertaining to the Preparation of Students for and Placement in Post-Secondary Studies, 1975.

This report is the property of the Ministry of Education; inquiries should be directed to the Ministry.

FUNDED BY ONTARIO MINISTRY OF EDUCATION DIRECT GRANT

Bilingual Education Project
M. Swain (Modern Language Center)
Project No. 0253-57

It is impossible to separate the outputs of this project from those of Project No. 5029-57 which are listed on page 121.

Canadian Studies
J. R. Kidd (Adult Education)
Project No. 0568-53

Newsletter: Canadian Studies at OISE. 1972-1973.

Canadian Studies Office. Seminar on Canadian Studies in Universities, November 30, 1971. Toronto: Canadian Studies Office, Ontario Institute for Studies in Education, 1971.

Page, J.E., Canadian Studies in Community Colleges. Canadian Studies Office, Ontario Institute for Studies in Education, 1973.

FUNDED BY ONTARIO MINISTRY OF EDUCATION GRANTS-IN-AID PROGRAM

An Assessment of the Family as a Critical Component in the Remediation of Comprehension Skill Deficits
P. J. Gamlin (Applied Psychology)
Project No. 5026-52

Gamlin, P.J., Final Report: An Assessment of the Family as a Critical Component in the Remediation of Comprehension Skill Deficits, 1975.

A Study of the Effect of Training a Group of Teachers in Curriculum Development Skills on Their Influence in a Curriculum Renewal Programme within a Family of Schools
D. S. Ireland (Field Development, Ottawa Valley Centre)
Project No. 5027-80

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M. Swain (Modern Language Center)
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Dumas, G., Swain, M., & Selinker, L. L'Apprentissage du français langue seconde en classe d'immersion dans un milieu Torontois. In S. Carey (ed.), Bilingualism, Biculturalism and Education. Edmonton: University of Alberta Press, 1974, 83-90 83-90

Selinker, L., Swain, M., & Dumas, G. The Interlanguage Hypothesis Extended to Children. Language Learning, 1975, 25(1), 139-152.

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H. G. Hedges (Field Development, Niagara Centre)

Project No. 5030-80

Andrews, H. & Hedges, H.G. Cross-Age Tutoring Project. St. Catharines: Niagara Centre, 1975.

An Investigation of Intellectual and Learning Capabilities of Ontario Elementary School Children from Diverse Socio-Cultural Backgrounds

A. Keeton (Special Education)

Project No. 5031-60

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FUNDED BY ONTARIO MINISTRY OF NATURAL RESOURCES

The Changing Resource
R. Pierce (Computer Applications)
Project No. 0012-56

FUNDED BY ST. JOHN'S TRAINING SCHOOL

Penal Reform Project - St. John's Training School
J. Eisenberg (History & Philosophy)
Project No. 0111-55

FUNDED BY THE SPENCER FOUNDATION

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D. R. Olson (Applied Psychology)
Project No. 0011-52

Olson, D.R. The Language of Instruction: On the Literate Bias of Schooling. Paper prepared for the Conference on Schooling and the Acquisition of Knowledge, San Diego, November, 1975.

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FUNDED BY WASHINGTON STATE UNIVERSITY COOPERATIVE EXTENSION SERVICE

The Development of an Evaluation System for Use in Community Resource Development
L. Davie (Adult Education)
Project No. 0803-53

FUNDED BY WATERLOO COUNTY BOARD OF EDUCATION

A Planning System for Student Accommodation Management
B. C. Elwood & T. Vangel (Educational Planning)
Project No. 0003-59

Elwood, B.C. & Vangel, T. Project SAMPS: Development and Applications in Waterloo County. (A Summary Report to the Waterloo County Board of Education). Toronto : Department of Educational Planning, Ontario Institute for Studies in Education , 1972.

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FUNDED BY YORK BOARD OF EDUCATION

Operation of Counselling Practicum
Chairman of Department of Applied Psychology
Project No. 0002-52

FUNDED BY YORK EDUCATIONAL CLINIC

School Psychology Development Project
R. Friedman (Applied Psychology)
Project No. 0601-52

INDEX OF PRINCIPAL INVESTIGATORS

Abbey, D.	53, 66, 71
Alexander, W. E.	14, 66, 82
Anthony, R.	68
Auster, E.	96, 98
Barton, A.	109
Beatty, D.	53, 87, 90, 91, 104
Beck, C.	97, 116
Beggs, D.	64
Bereiter, C.	5
Bezeau, L.	62, 68, 78, 73
Bhargava, R. P.	86
Bianco, G.	64
Bledsoe, K.	66
Boyd, D.	74
Bracewell, R.	68
Bradley, J.	98
Brehaut, W. E.	58, 74
Brent, E.	88
Brison, D. W.	23, 58, 65, 86, 98, 113
Brown, A. F.	62
Brown, J.	69, 75
Brundage, D. H.	80, 85
Bryans, W.	74
Burnaby, B.	68
Caplan, G. L.	8
Christensen, C.	41
Churchill, S.	98
Connelly, F. M.	13
Courtney, R.	63, 73, 114
D'Antoni, S.	68
Davidson, I.	114, 116
Davie, L.	53, 126
Davis, J. E.	103, 118

Dimitri, O.	41
D'Oyley, V. R.	63, 68, 70, 87
Draper, J.	71, 119
Eastabrook, G.	16, 95, 97
Egit, M.	66
Elchler, M.	76
Eisenberg, J. A.	7, 34, 104, 125
Ellis, D.	99, 100, 120
Elwood, B. C.	95, 126
Emmanual, P.	75
Evans, P.	74
Even, A.	101
Fales, A.	53, 54
Farquhar, R.	85, 91
Farrell, J. P.	14, 109
Fiaz, N.	65
Fleming, W. G.	99
Fowler, W.	61, 71, 89, 112
Friedman, R.	33, 62, 81, 127
Fullan, M.	16, 95, 97, 98
Gamlin, P.	61, 121
Garber, M.	100
Gilbert, J.	76
Gill, M.	66, 68
Glade, J.	72
Gomme, I.	76
Greenfield, T. B.	105, 116
Griffin, V.	53, 64
Guttman, M.A.	41
Handa, M. L.	27, 28, 57
Haralambidis, F. P.	67
Harvey, E. B.	85, 93
Hedges, H. G.	96, 101, 124
Herman, R.	53, 66

Hockley, J.	69
Holland, J.	74
Holmes, M.	16, 74, 98, 104
Horn, D.	100
Humphreys, E. H.	27, 74, 95
Hunt, D. E.	21, 41, 85, 109
Ireland, D.	101, 121
Ironside, D.	53, 111
Johnstone, P.	75
Keeton, A.	36, 75, 100, 124
Kenzie, W. R.	62, 70, 71
Kershner, J.	75, 89, 105
Khan, N.	71, 89
Khan, S.	47, 72
Kidd, J. R.	66, 91, 93, 120
Kilbourne, B.	68
Lamerand, R.	34, 103
Lawton, S.	96, 98
Laxer, R. M.	112
Leithwood, K. A.	15, 16, 101
Levin, M. A.	13
Levine, D.	8, 69
Livingstone, D.	85
Lomberg, E.	64
Macleod, B.	88, 103, 117
Maidman, F.	67
Main, J.	103
Mason, R. V.	76
McCoy, Sister M.	36
McDiarmid, G. L.	87, 94, 112, 114
McDonald, R. P.	48
McLean, L. D.	92, 96, 113
McLean, R.	63, 71

Miezitis, S.	33, 81
Misgeld, D.	57, 61
Mougeon, R.	34, 35, 36, 70, 81, 100
Musella, D.	90, 92
Narrol, H.	33, 61, 91
Nash, C.	65, 98
Newton, J.	76
Nishisato, S.	48, 109
O'Bryan, K. G.	105, 118
Olivier, W. P.	21
Olsen, C.	69
Olson, D. R.	42, 79, 109, 125
Orme, M.	71
Padro, S.	27, 104, 112
Palef, S.	71
Pass, L. E.	41
Pierce, R.	125
Prentice, A.	6, 74
Prueter, K.	86, 90
Quarter, J.	41, 61
Quazi, S.	74, 117
Ragsdale, R.	64, 71, 86
Rainsberry, F.	63
Reich, C.	65
Renner, V. D.	41
Richardson, J.	69
Rideout, B.	97, 115
Robbins, M.	62
Robinson, F. G.	74
Russell, H. H.	93, 94, 113
Ryan, D.	73, 115, 116
Scott, G. F.	21, 92, 93
Sen, J.	29
Silverman, H.	33, 65, 91, 97, 118, 119
Silvers, R.	76
Simon, R. I.	13

Smith, F.	63, 73
Smith, M.	6
Stansfield, D.	109
Steane, D.	70
Stern, H. H.	10, 43, 79, 88, 96, 98, 118, 119
Sturino, F.	75
Sullivan, E. V.	116
Swain, M.	9, 88, 96, 101, 120, 121
Thomas, A.	53, 87, 90, 91, 101, 104
Thompson, E.	76
Traub, R. E.	47, 93, 94, 113
Tracy, P.	75
Tracz, G.	65
Tremblay, R.	64
Troper, H.	7, 69
Vangel, T.	112, 126
van Manen, M.	63
Wahlstrom, M. W.	47, 73
Watson, C.	94, 98, 115, 117
Weiser, J. C.	41, 106
Weiss, J.	47
Wight-Felske, A.	75
Wigmore, S.	103
Wilson, D.	86
Wilson, S.	68
Winchester, I.	8, 9, 74, 89
Wine, J.	41, 43, 68
Wolfe, R.	88
Wolfgang, A.	41, 61, 62